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Attitudes toward foster parenting and motivations for foster parenting

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Attitudes toward foster parenting
and motivations for foster parenting

by

Julie Jean Johnson Novak

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF SCIENCE

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Signatures have been redacted for privacy

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INTRODUCTION

Foster care provides children with out-of-home care by placing them with a foster family or in a group home or residential care facility when removal from their homes has been necessitated (United States General Accounting Office [U.S. GAO], 1993).

Children are placed in foster care when any local department of social services and the courts have determined that current parental care for those children has fallen below acceptable community standards and the child is at risk to be harmed (Marcus, 1991, p. 367).

Foster care is considered a haven from further neglect and/or abuse; "the goal of foster care is to provide children, whose families do not provide suitable care for them, physical care, emotional support, and other services to protect and promote their growth and development" (U.S. General Accounting Office, 1993, p. 13). Increasingly, multiple stresses are faced by families providing foster care. Children currently entering foster care are experiencing higher levels of disturbance (Groze, McMillen, & Haines-Simeon, 1993; Gurdin & Anderson, 1987; Hampson, Schulte, & Ricks, 1983; Marcus, 1991; Mech, 1988; Mech & Leonard, 1988). Therefore, it comes as no surprise when the children who are placed in care bring with them what Marcus (1991) terms "the sequelae of maltreatment," which he defines as feelings of rejection, lowered self-esteem, mistrust, and resentment.

Foster parents must attempt to stabilize these children's environments and help them adapt to a variety of changes in their lives. Yet it is difficult to recruit foster parents for children who make heavy emotional and physical demands on their caregivers (Appathurai,

Lowery, & Sullivan, 1986). A lack of suitable family foster homes has also been widely cited in the literature (Benedict & White, 1991; Campbell & Downs, 1987; Chamberlain, Moreland, & Reid, 1992; Lee & Holland, 1991; Smith & Guthiel, 1988). Campbell and Downs (1987) assert that this shortage of suitable foster family homes seriously affects the ability of child welfare agencies to fulfill their mandate of providing a nurturing home environment and the experience of family life for the children who are, at least temporarily, unable to live at home with their own families. Likewise, in 1993 the United States General Accounting Office (U.S. GAO) asserted that individual state welfare agencies are attempting to cope with burgeoning foster care caseloads while attempting to ensure the safe and healthy development of children placed in care.

At the same time that public expectations and agency standards are becoming more “rigorous and demanding” of care providers (Lee & Holland, 1991), scant attention has been paid to the role foster parents play in successfully achieving permanency planning, defined as “the systematic process of carrying out, within a brief time-limited period, a set of goal-directed activities designed to help children live in families with nurturing parents or caretakers and the opportunity to establish lifetime relationships” (Maluccio & Fein, 1983b, p. 197).

However, the development and promotion of plans to ensure permanency for children entering care has begun to shape the philosophy and goals of many foster care programs (Fein, Maluccio, Hamilton, & Ward, 1983; Lindsey & Wodarski, 1986). Such emphasis on permanency planning has resulted in new program developments, efforts to identify barriers

to permanent placement, and efforts to effectively deal with these barriers to permanent placement (Miller, Fein, Bishop, Stillwell, & Murray, 1984).

One such effort to deal with barriers to permanent placement is the Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272), which restructures foster care and adoption programs (Abramson, S., 1991; Howing, Kohn, Gaudin, Kurtz, & Wodarski, 1992; Leashore, 1986; Lindsey & Wodarski, 1986; Pasztor, 1985; Simms & Bolden, 1991; Ten Broek & Barth, 1986; Waldinger, 1982). The Adoption and Child Welfare Act seeks to prevent the phenomena known as “foster care drift,” the indefinite situation in which children become lost for long periods of time within the foster care system itself (Howing et al. 1992, Miller et al., 1984; Waldinger, 1982). More specifically, drift in foster care may occur when “a child’s placement in foster care is no longer temporary and the likelihood of a quick reunification is low” (Goerge, 1990, p. 424).

P.L. 96-272 mandates that “reasonable efforts” be made to reunite foster children with their birth families as quickly as possible by utilizing goal-oriented and time-limited services (Abramson, 1991; Waldinger, 1982). However, the authors point out that each state independently defines their interpretation of what constitutes reasonable efforts; therefore, guidelines for both reunification efforts and termination of parental rights procedures vary from state to state. Howing et al. (1992) further cite that a finding of abuse or neglect under state laws generally impacts physical custody of children, but not guardianship. Biological parents are then afforded the chance to demonstrate their fitness repeatedly over time. Consequently, lengthy and arduous legal proceedings result when child welfare agencies

attempt to permanently terminate parental rights. Such opportunity for liberal interpretation of what constitutes reasonable efforts on the part of the agency, as well as the broad definition of maltreatment and unclearly defined procedures for intervention leads caseworkers and judges to rely on personal judgment, and possibly personal bias, in making placement decisions. Additionally, policy-making has increasingly fallen upon the jurisdiction of the court system as both the federal and state governments have failed to establish clear mandates for child welfare.

Unfortunately, the wording of P.L. 96-272 does not include anything that encourages incorporating foster parents as team members in attempts to achieve permanency planning goals. Pasztor (1985) posits that as children with higher levels of disturbance enter foster care and the requirements of permanency planning legislation change, long overdue decisions regarding the rights, responsibilities, and rewards of foster parenting must be made. Such decisions would have a profound effect upon foster parent recruitment, selection, and training (Pasztor, 1985).

The purpose of the present research is to examine attitudes toward foster parenting before and after attending foster parent preservice training and motivations for foster parenting prior to attending foster parent preservice training. The specific objectives include:

1. To compare attitudes toward foster parenting before and after attending preservice training;
2. To examine the relationship between attitudes toward foster parenting and motivations for foster parenting before attending preservice training;

3. To examine the relationship between demographic characteristics and attitudes toward foster parenting before and after attending preservice training; and

4. To examine the relationship among demographic characteristics and motivations for foster parenting before attending preservice training.

LITERATURE REVIEW

In its 1989 report to Congress, the United States General Accounting Office (U.S. GAO) stated that foster care professionals report that recruiting and retaining foster parents are becoming increasingly difficult. While more children are entering foster care, fewer foster parents are available. The U.S. GAO (1993) reported that foster care caseloads increased 55%, from 276,000 in 1985 to 429,000 in 1991. Yet, even while the sheer number of children entering care increases, the number of family homes providing care for such children are decreasing. Only a small number of those persons who make initial contact with a child placement agency actually become foster parents (Smith & Guthiel, 1988).

The U.S. GAO (1989) cited four objectives of their review of foster parenting recruiting and preservice training strategies: (a) to identify reasons for the shortage of foster parents; (b) to identify principles of effective foster parent recruiting and training; (c) to describe state or local programs embodying principles of effective foster parent recruiting and preservice training; and (d) to review available data that evaluate foster parent recruiting and preservice training principles and strategies.

The U.S. GAO reviewed foster care programs in five states: Massachusetts, Michigan, New Jersey, Illinois, and Region XI of Texas. In addition, the U.S. GAO also sought information from the National Foster Parent Association, which reported that nearly every state is experiencing a severe shortage of foster families. Foster care professionals report that many programs are recruiting and licensing large numbers of foster parents. However, many programs retain only a small percentage of the number recruited; many

foster parents stop providing care within their first year of licensure. Alarming dropout rates for foster parents who have previously provided care have been cited (Chamberlain et al., 1992). It has been estimated that as many as 60% of foster parents stop providing care within their first year of licensure (U.S. GAO, 1989). Lack of training was one of the primary reasons for no longer providing care (Chamberlain et al., 1992). The U.S. GAO (1989) also said foster care professionals report insufficient foster parent training as a major factor in difficulties in recruitment and retention of foster parents. Specifically, foster care professionals report that foster parents are not given sufficient training for dealing with the problems of children currently entering the foster care system. In particular, inadequate training and support for foster parents dealing with issues of separation and loss was seen as hindering foster parent recruitment and retention.

In an attempt to determine whether reform is associated with measurable improvement in the provision of foster care, Chamberlain et al. (1992) conducted an experimental study to measure the impact of a \$70/month supplement to foster parents' normal reimbursement and of increased training and support to the foster parents of 72 foster children in three Oregon counties. Two of the goals were to determine whether increased support and training for foster parents had an influence on their continued willingness to provide care, and whether an additional monthly stipend would affect foster parent dropout rates (i.e., the number of foster parents who cease to provide care). The study's design allowed for testing the effect of three interventions on retention: (a) increased stipends alone; (b) stipends plus training and support; and (c) a one-time payment of \$25 for participating in

each of four assessments, with no monthly stipend or enhanced services (the control group). The researchers reported a 16.6% dropout rate for participants who stopped providing care during the two-year study period, compared to the statewide dropout rate of 40% during that same time period. Across the study groups, the dropout rate was not evenly distributed. The group receiving enhanced support and training as well as an increased \$70/month stipend had a dropout rate of 9.6%; the group receiving only the additional \$70/month stipend suffered a dropout rate of 14.3%; and the control group had a 25.9% dropout rate. Therefore, each of the groups receiving additional incentives, whether the incentive was money or money plus training and support, had substantially lower dropout rates than the control group. The researchers point out that even the control group demonstrated a substantially lower dropout rate than the 40% statewide dropout rate for nonstudy participants, leading them to hypothesize that perhaps just giving foster parents any amount of special support might motivate them to persevere as care providers (Chamberlain et al. 1992). Such results reinforce the importance of foster parent training in the retention of foster parents. Therefore, it is important to determine what types of foster parent training are effective.

Foster parent preservice training was defined as effective when used as a “decision tool” (U.S. GAO, 1989). Preservice training should: (a) provide potential foster parents with enough information to make an appropriate decision about fostering; (b) afford potential foster parents an opportunity to discuss their decision to foster with others and to carefully consider its implications for their own family; (c) clarify expectations held by the foster family; (d) present a realistic understanding of what foster parenting involves; and (e)

encourage potential foster parents to consider and explore the different types of foster children they might best serve (U.S. GAO, 1989).

As a “preparation tool” for foster parenting, preservice training was described as ideal when its curriculum was comprised of the following information: (a) the impact of placement on everyone involved: the foster children themselves, their birth families (i.e., biological families), and potential foster and adoptive families; (b) administrative processes of the social service agency; (c) rights, roles, and responsibilities of foster families; (d) issues of attachment, separation, and loss faced by foster children, their birth families, and foster families; (e) discipline and issues of child management; (f) birth family relationships; and (g) facilitation of foster children’s departure from the foster care system (U.S. GAO, 1989).

The U.S. GAO therefore concludes that preservice training for foster parents can contribute to retention of foster parents when it achieves two goals: helps to select appropriate parents who are likely to continue foster parenting, and helps prepare foster parents for the challenges of caring for foster children. However, the U.S. GAO further states that reliable data on state recruitment and retention of foster parents are generally not available, with very few formal evaluations of current recruiting strategies and preservice training programs having been reported.

While training for foster parents has been identified repeatedly in the current child welfare literature as being a crucial component in the success of foster care (Duclos, 1987; GAO, 1989; Guerney, 1977; Lee & Holland, 1991), the literature has overwhelmingly failed to address the need for training for the foster parents. Even less effort has been made to

determine the impact of foster parent training programs on child welfare service delivery (Simon & Simon, 1982).

Foster Parent Training Programs

Foster Parent Skills Training Program

A variety of training programs for foster parents have been developed. Parent skills-training programs seek to teach child management techniques and communications and relationship skills to foster parents (Hampson, 1985). The Foster Parent Skills Training Program developed by Guerney (1977) seeks to improve foster parents' ability to provide help to foster children. The program attempts to facilitate development of empathetic skills, understanding of child needs and development, and child management skills in foster parents (Guerney & Wolfgang, 1981). The program's format and content are further described by Guerney and Wolfgang (1981) as emphasizing experiential skills training, information provision, and mutual-process discussion in an in-service program. One program goal is to select foster parents who are capable of establishing high quality attachments with their foster children (Guerney & Wolfgang, 1981). Indeed, foster parents who score high on an empathy scale have foster children with better quality attachments (Marcus, 1991). Another goal of the program is to develop a continual, cost-effective supply of foster parent trainers by training foster parents themselves to become trainers of other potential foster parents (Guerney & Wolfgang, 1981). The Foster Parent Skills Training Program consistently increased parental

acceptance of children, increased parental empathetic skills, and reduced parental usage of responses considered to have a destructive impact on children (Guerney & Wolfgang, 1981).

Model Approach to Partnerships in Parenting

The Model Approach to Partnerships in Parenting (MAPP) (Child Welfare Institute, 1986) was introduced as a new curriculum package for the training of foster parents. It was quickly adopted for implementation in a minimum of 10 state child welfare systems and revised in 1991 (Child Welfare Institute, 1991). The MAPP program includes new materials, as well as incorporating components of existing training programs. The MAPP program seeks to emphasize three components in particular: (a) mutual selection of the foster parents by the agency and the agency by the foster parents; (b) the rights and obligations of foster parents; and (c) shared decision making among foster parents, agency staff, and birth parents. The MAPP program's goal is for participants to develop the attitudes, knowledge, and skills necessary to enhance service delivery through effective and satisfied foster parents. Lee and Holland (1991) conducted a pilot study of the MAPP project at two sites, using two MAPP training groups and a comparison group. The researchers sought to determine whether subjects who had completed MAPP training were significantly different from their untrained counterparts and whether the trainees evidenced substantial improvement over the time periods spanned by the training sessions. No statistically significant differences were found in any of the analyses. Furthermore, no significant differences were found in trainees' scores prior to entry or between trainees and comparison group members either before or following the training. The researchers therefore concluded that the MAPP training program itself may

be based upon theoretical assumptions regarding influences upon knowledge, skill, and attitudes of foster parents that simply are not valid.

Nova Training Model

The MAPP training program drew heavily upon curriculum materials taken from the Nova training model (Lee & Holland, 1991). The Nova training model was developed at the Nova University Behavioral Sciences Center in Florida with joint funding from the National Institute of Mental Health and the Florida Department of Health and Rehabilitative Services (Pasztor, 1985). In this model, potential foster parents are screened and trained simultaneously, encouraging a process of mutual selection between those interested in providing care and the child welfare agency. By learning about the foster care system during preservice training, potential foster parents can decide whether they find themselves compatible with the system. At the same time, through extended exposure to foster care applicants during the preservice training, in addition to time spent conducting home visits and personal interviews, child welfare professionals are better able to assess the applicants. The Nova curriculum attempts to promote group development through the use of “realistic experiential exercises and simulations” (Pasztor, 1985, p. 198). The process that develops through group interaction gives the child welfare professionals the opportunity to learn about potential care providers’ motivations for foster parenting, ability to work with others, problem-solving abilities, flexibility, sensitivity to the dynamics of foster care, attitudes toward discipline, and attitudes toward the biological parents of foster children (Pasztor, 1985). The experiential exercises and role play simulations utilized in the Nova curriculum

are designed to place potential foster parents in situations they might encounter once providing care. Child welfare professionals and foster parent applicants may then gain insight into the parents' ability to respond to various situations. The exercises and simulations encourage further thought regarding issues foster parents themselves are dealing with.

Apart from serving as a screening process, the Nova preservice training also educates potential care providers about the philosophy promoted by the Nova model. A specific tenet of the Nova philosophy is the team approach. Foster parents are trained as paraprofessionals who work cooperatively with child welfare professionals to develop case plans for foster children and to implement those individual case plans for the child(ren) in their care. Preservice training in the Nova model further contains the following cognitive, skill, and attitudinal objectives described by Pasztor (1985): (a) explanation of the foster care system, with special emphasis on permanency planning outcomes; (b) preparation and education of potential foster parents on separation trauma as experienced by the child entering care and the child's biological family; (c) provision of methods of welcoming a foster child into their family, education regarding how such an addition may impact both their nuclear and extended families (as well as their own marital relationship), and techniques for making such a placement positive for all involved; and (d) provision of skills training for potential foster parents to help the child entering care to understand the reason for his/her placement, supporting the relationship between the foster child and his/her biological family, and encouraging and facilitating visitation between the foster child and his/her biological family (Pasztor, 1985).

Foster Parent Recruitment

Foster parent recruitment has been cited as problematic (Chamberlain et al., 1992). It is therefore important to utilize foster parent preservice training as a continuation of foster parent recruiting efforts (U.S. GAO, 1989). Preservice training serves as a continuation of foster parent recruitment because recruitment hasn't been truly achieved until potential foster parents complete licensure and begin providing care. It is during the course of preservice training that potential foster parents make their final decision about foster parenting, and when the licensing agency determines whether to approve the applicants for licensure (U.S. GAO, 1989). Successfully utilizing foster parent preservice training as a continuation of foster parent recruitment is particularly important in light of the recent trend of shrinking availability of family foster homes (Benedict & White, 1991; Campbell & Downs, 1987; Chamberlain et al., 1992; Lee & Holland, 1991; Smith & Guthiel, 1988).

Coyne (1986) asserts that child welfare agencies are more likely to be successful in attracting and keeping the various types of needed foster and adoptive families if the agencies: (a) know the number and types of foster and adoptive families needed; (b) target recruitment efforts to reach those families who are most likely to respond; and (c) utilize community recruitment committees to develop a theme for a year-long recruiting campaign.

The U.S. GAO (1989) recommends community education about foster care and community participation in recruiting, supporting, and recognizing foster parents.

Recruiting themes should: (a) present a realistic picture of the difficulties of providing care for today's foster children; (b) emphasize the temporary nature of

foster care and the need for a working partnership with social service agencies; and (c) communicate a positive message about the role of foster parents (U.S. GAO, 1989, p.4).

Several studies have stressed that foster parents themselves make effective recruiters, as they are able to educate potential foster parents by providing a realistic representation of foster parenting, as well as being best able to answer questions posed by potential foster parents (Moore, Grandpre, & Scoll, 1988; Smith & Guthiel, 1988; U.S. GAO, 1989).

A 3-year foster parent recruitment program in Hennepin County, Minnesota began with the recognition that recruitment, by necessity, must be a continuing and intensive effort (Moore et al., 1988). The county developed a full-time recruiter position with the following acknowledgments: (a) when the two tasks of recruitment and caseload management were combined, recruitment continually received less attention; (b) along with solid knowledge of social work principles and knowledge of the county's foster care program, recruiters need time and support in developing a thorough knowledge of marketing principles and resources; and (c) foster home recruitment only produces effective results when administered as a continual process, rather than on an intermittent basis. Coyne (1986) emphasized marketing strategies and long-term recruitment and stressed that "intensive, one-shot recruitment efforts frequently are not effective in the long run and may cause chaos in an agency" (p. 32).

Smith and Guthiel (1988) found that trained foster parent recruiters were more productive than untrained foster parent recruiters, and that personal recruitment was more effective than media recruitment in yielding applications for foster parenting. However,

Moore et al. (1988) found the opposite to be true -- the mass media was an extremely effective recruitment tool, producing even more applicants and subsequent licensed foster parents than did other foster parents and personal contacts.

Foster Parent Characteristics

Once recruitment efforts have introduced new applicants to the child welfare system, a determination of the appropriate types of persons for the fostering role must be made. Yet, within the available research on foster parent training programs, there is an apparent paucity of data regarding characteristics of the foster parents themselves as factors in determining the quality of care. Such characteristics must not be overlooked, particularly as placement failure may be partially related to poor combinations of parent-child temperament, such as the combination of an inflexible foster mother with a child with negative mood (Doelling & Johnson, 1989).

Fanshel (1961a) gathered information about the social attitudes, child-rearing attitudes, and role orientations of foster parents, along with the suitability of the foster parents' homes for different types of children. Fanshel was interested in the extent to which performance as foster parents and suitability of homes for different types of children might be predicted from certain attitudes assessed before a child has been placed with a family. In his examination of foster parents' role satisfaction, Fanshel found what he termed "a rather basic dichotomy" between those foster parents who cared primarily for infants and foster parents who cared primarily for older children. Foster mothers of infants were more likely to feel a greater attachment to the foster children in their care than mothers of older foster children, as

well as subsequently being more likely to feel separation from the child as loss of an object of personal gratification than those caring for older children. Also, a significantly higher proportion of foster mothers of infants than of the older group of children included the role of foster parent when asked to name three things that had given them the greatest satisfaction in life. Such strong role involvement is reflected in attendance at foster parent club meetings sponsored by the child placement agency; foster parents providing care for infants reported regular attendance twice that of foster parents caring for older children. Furthermore, foster parents of infants were oriented toward more private gratifications as opposed to the more social gratifications of foster parents of older children.

In addition to the differences between foster parents of infants and foster parents of older children, differences also were found between foster parents caring for acting out and handicapped children (Fanshel, 1961b). Foster parents who provided care for handicapped children tended to come from large, closely knit families who tended to meet frequently for large family occasions, were less likely to come from rural backgrounds, and were rated by caseworkers as more strongly identified with the foster parent role than those caring for acting-out children. Whether such families provided members with added social supports that would facilitate taking on difficult child rearing tasks or had a value orientation such that all family members were valued regardless of the presence of a handicap was "a matter for conjecture" (Fanshel, 1961b, p., 22).

Statistically significant differences have also been noted between younger and older foster mothers (Wiehe, 1983). Specifically, Wiehe found that younger foster mothers scored

significantly higher on realistic, social, enterprising, and artistic scales than did their older cohorts. Titterington (1990) concluded there is no such thing as a “typical” foster parent; rather, there is as much variety among foster parents as there is among parents in general. In support of Titterington’s statement, Campbell and Downs (1987) found vivid illustrations of variation. These include: (a) age of the foster mother, with older women likely to have more foster children in the home than younger women; (b) race, with nonwhite foster mothers likely to have more foster children in the home than white foster mothers; (c) employment, with nonworking foster mothers 1.5 times more likely to be an active foster parent than a full-time worker; (d) relationship with the licensing agency, with the absence of previous problems in working with the social service agency making licensed foster mothers nearly twice as likely to be active; and (e) length of time licensed, with women who had been licensed for more than a year 2.1 times as likely to have foster children in the home as other foster mothers.

A study by Doelling and Johnson (1990) supported an interactive parent-child temperament approach to predict outcome in foster care placements. Whereas individual variables related to mother and child temperament characteristics were not solely explicative of placement outcomes, a number of significant relationships were found when foster care placements were examined in terms of goodness-of-fit between certain dimensions of mother and child temperament. The combination of an inflexible mother and a child with negative mood predicted relative placement failure in terms of greater conflict, lower maternal satisfaction, and caseworker’s ratings of placement failure. Poorer placement outcomes were

also found when a mismatch occurred between foster parent expectations of child temperament and the child's actual temperament characteristics. Therefore, a foster child with more negative mood than expected by the foster mother was predictive of poorer placement outcome. Matches between inflexible mothers and children displaying high sleep-activity levels, between foster mothers reporting low maternal satisfaction and children of low sleep rhythmicity, and between foster mothers reporting low maternal satisfaction and children with low eating rhythmicity were also predictive of poor placement outcome (Doelling & Johnson, 1990).

Foster Parent Attitudes and Motivations

It is further apparent when considering characteristics of foster parents that the issues of attitudes toward foster parenting and motivations for foster parenting are paramount. Unfortunately, little or no information regarding foster parent attitudes and motivations is available. Fanshel (1961) sought information about social attitudes and child-rearing attitudes in relation to the role performance of foster parents and determination of the suitability of their homes for various types of children. Strong correlations were found between foster mothers who scored high on "anomie" and "benefactress of children" scales and low suitability for foster parenting. Motivation for foster parenting is an important factor in determining potential for foster parenthood (Touliatos & Lindholm, 1981) and in determining appropriate placement for a child (Coyne, 1986). Having a highly motivated foster mother was significantly associated with successful foster placement (Stone & Stone, 1983). Also,

low motivation of potential foster parents for participation in foster parent training programs and consequential nonattendance has been cited as problematic (Hampson, 1985).

The above research indicates meaningful dimensions along which foster parents can be identified, and therefore holds important implications for foster parent recruitment, training, and retention. While attitudes toward fostering and motivations for fostering are elusive characteristics to pinpoint, it appears particularly important to develop some understanding of the relationship between these two characteristics in order to aid in the recruitment of good quality foster parents.

Statement of the Problem

The purpose of the current research is to examine attitudes toward foster parenting before and after attending foster parent preservice training and motivations for foster parenting prior to attending foster parent preservice training. The specific objectives include:

1. To compare attitudes toward foster parenting before and after attending preservice training;
2. To examine the relationship between attitudes toward foster parenting and motivations for foster parenting before attending preservice training;
3. To examine the relationship between demographic characteristics and attitudes toward foster parenting before and after attending preservice training; and
4. To examine the relationship among demographic characteristics and motivations for foster parenting before attending preservice training.

METHOD

Subjects

Subjects were 313 foster parent trainees enrolled in a 12-hour training program based on the Nova Foster Parent Preservice Training Curriculum (Preparation for Fostering, 1993). Training took place in 1994 at nine community colleges geographically distributed throughout Iowa, representing both urban and rural areas. Of the 194 females and 119 males, 18% were African American, 76% were Caucasian, and 6% listed their race as “other.” Trainees ranged from 17 to 71 years of age, with a mean age of 38 years and a standard deviation of 9.47 years. Income levels for the trainees ranged from \$4,352.00 to \$160,000.00, with a mean income of \$35,658.92 and a standard deviation of \$22,627.69. Trainees’ education levels ranged from elementary education to graduate/professional education, with 1% having only elementary school education, 1% having a junior high education, 7.4% having at least some high school education, 27% being high school graduates or holding a GED, 36.3% having some college or technical school education, 17.7% being college graduates, and 9.6% having some graduate or professional training.

Instruments

The instrument used for this study consisted of Parts I, IV, and V of the Foster Parent Preservice Training Inventory: A (Lekies, Yates, Stockdale, & Crase, 1994a) (see Appendix A) and Part I of the Foster Parent Preservice Training Inventory: B (Lekies, Yates, Stockdale, & Crase, 1994b) (see Appendix B). The Foster Parent Preservice Training Inventory: A,

which consists of seven parts, was designed to measure demographics, how trainees were referred to foster parent training, previous foster parent licensing, plans for completing training, qualifications for foster parenting, motivations for foster parenting, attitudes towards foster parenting, knowledge about the foster care system, and the Adult-Adolescent Parenting Inventory (Bavolek, 1984).

Part I of the Foster Parent Preservice Training Inventory: A contains 15 questions concerning demographic information. Part IV of the Foster Parent Preservice Training Inventory: A consists of 12 items and is concerned with motivations toward foster parenting: rescuing abused and/or neglected children, financial gain, increasing family size, desire to help a child and the community (i.e., social concern), helping special needs children, companionship for self, spiritual expression, adoption, replacement of grown children, and companionship for own child. Items one through ten are scored on a 5-point Likert-scale with 1 “strongly disagree” and 5 “strongly agree.” Part V of the inventory contains 26 questions about attitudes toward foster parenting. These items are based on nine theoretical constructs of the Nova curriculum: the foster care system in general; children in care; importance of biological families; parenting foster children; expectations about foster parenting; impact of fostering on one’s own family; degree of interest in foster care/mutual selection (i.e., making an informed decision about foster parenting); teamwork; and training. Responses are scored on a 5-point Likert-scale with 1 being “strongly disagree” and 5 being “strongly agree.”

Because some items in Part V are stated in a negative direction, these items are recoded in order to make the scale additive. Items 3, 13, 14, 17, 18, 21, 22, and 26 were reverse coded so that 1 became 5, 2 became 4, and vice versa; 3 was unchanged.

A factor analysis using varimax rotation yielded a four-factor solution for the attitudes scale (Lekies, Yates, Gillis-Arnold, Stockdale, & Crase, 1995) (see Appendix C). The first factor, Identity, has 11 items and an alpha of .73. This factor consists of attitudes toward the role of foster parenting and attitudes toward the foster care system. The second factor, Foster Parenting Expectations, includes 5 items consisting of attitudes regarding the provision of care to a child other than one's own. The Foster Parenting Expectations factor has an alpha of .56. The third factor, Child's Well-Being, includes 5 items consisting of attitudes toward the foster child's needs and well-being and has an alpha of .56. The fourth factor, Guidance Needs, consists of 2 items about attitudes toward behaviors of foster children and has an alpha of .76.

The Foster Parent Preservice Training Inventory: B, which consists of four parts, was designed to measure attitudes toward foster parenting, knowledge about the foster care system, an evaluation of the training, and the Adult-Adolescent Parenting Inventory (Bavolek, 1984). Parts II and IV are identical to Parts VI and VII of the Foster Parent Preservice Training Inventory: A. Part I contains the first 25 items from Part V of the Foster Parent Preservice Training Inventory: A described above. Part V of this inventory examines attitudes toward foster parenting as expressed by trainees after attending foster parent preservice training.

Item responses are placed on a five-point Likert-scale with 1 being “strongly disagree” and 5 being “strongly agree.” Items 3, 13, 14, 17, 18, 21, and 22 were also reverse coded as described above for the Foster Parent Preservice Training Inventory: A.

Procedures

This study consisted of a pre- and post-test design; accordingly, data were gathered at two time periods called Phase 1 and Phase 2.

Phase 1

Packets (see Appendix D) containing the Foster Parent Preservice Training Inventory: A were mailed by project personnel to community college personnel who coordinate the foster parent preservice training. Packets were not mailed directly to the trainees because community college personnel were unable to release the names of persons registered for Nova preservice training prior to actual attendance at the training. The community college personnel then mailed the packets to the potential trainees approximately ten days prior to the first session of preservice training. Trainees were asked to complete the packet, which takes approximately one hour to complete, prior to training and return it to research personnel at Iowa State University. Approximately five days prior to the preservice training, reminder postcards were mailed by the community college personnel to anyone who had not returned the completed inventory. Completed inventories were placed in envelopes, sealed by the subjects, and mailed directly to the Child Welfare Research and Training Project at Iowa State University.

Phase 2

Packets (see Appendix E) containing the Foster Parent Preservice Training Inventory: B were mailed directly to the subjects by project personnel at Iowa State University after completion of the foster parent preservice training. This inventory takes approximately 45 minutes to complete and contains questions regarding attitudes about childrearing. This inventory also was mailed back to the Child Welfare Research and Training Project at Iowa State University. A reminder postcard was mailed to anyone who had not returned the completed inventory.

Coding Procedures

Project personnel developed coding sheets for both the Foster Parent Preservice Training Inventory: A (see Appendix F) and the Foster Parent Preservice Training Inventory: B (see Appendix G). Data were then coded by the researcher and project personnel.

Approval of Research

All materials and procedures for this project were approved by the Human Subjects Review Committee at Iowa State University as part of a larger study (Stockdale & Crase, 1993).

RESULTS

Response Rate

Of 491 pre-training inventories mailed by community college personnel, 313 were completed and returned, for a response rate of 64% for the pre-test. Of the 313 post-training inventories mailed by project personnel, 264 were completed and returned, for a response rate of 85% for the post-test. Overall, 264 completed inventories out of the initial 491 were received, for a total study response rate of 54%.

Comparison Analyses

The first objective in the analysis was to compare attitudes toward foster parenting as reported before and after attending foster parent preservice training. Paired t tests were performed to test the effects of preservice training on attitudes toward foster parenting (see Table 1). Each of the four attitudes factors were found to be significantly different ($p < .001$) among groups of foster parent trainees after attending foster parent preservice training. After attending training, participants reported that they were more likely to identify themselves with the role of foster parent than they were before attending training ($t = -6.38, p < .001$), more likely to have realistic expectations regarding the foster parent role ($t = -6.61, p < .001$), more highly value the well-being of the foster child ($t = -5.95, p < .001$), and better recognize the guidance needs of foster children ($t = -5.55, p < .001$). While the size of the effects of training on attitudes were small numerically, the effects were significant at the .001 level, giving confidence that training was effective.

Table 1.

Means, Standard Deviations, and t-scores for Attitudes toward Foster Parenting Before and After Attending Foster Parent Preservice Training.

Attitude	N	Mean	SD	t-score
Identity (Pre)	217	3.93	.40	-6.38*
Identity (Post)		4.07	.36	
Parenting Expectations (Pre)	221	3.23	.55	-6.61*
Parenting Expectations (Post)		3.45	.51	
Child's Well-Being (Pre)	222	3.52	.39	-5.95*
Child's Well-Being (Post)		3.67	.38	
Guidance Needs (Pre)	223	3.02	.94	-5.55*
Guidance Needs (Post)		3.38	.92	

Note. The first mean and SD for each attitude factor are for pre-training attitudes, the second are for post-training attitudes.

* $p < .001$.

Correlational Analyses

In order to examine the relationship among attitudes toward foster parent training, Pearson's correlations were first computed between attitudes toward foster parenting before participants attended foster parent preservice training (see Table 2). Three of the four factors were intercorrelated. Identity with the Foster Parent Role was correlated negatively with Foster Parenting Expectations ($r = -.13$, $p < .05$), and correlated positively with Child's Well-Being ($r = .27$, $p < .01$), and Guidance Needs ($r = .12$, $p < .05$).

Pearson's correlations were then computed to examine the relationship among attitudes toward foster parenting before attending foster parent preservice training and attitudes toward foster parenting after attending foster parent preservice training (see Table 3). The pre-training attitude Identity with the Foster Parent Role was correlated

Table 2.

Correlations Among Attitudes toward Foster Parenting before Attending Foster Parent Preservice Training.

Attitude	1	2	3	4
1. Identity	1.00	-.13*	.27**	.12*
2. Parenting Expectations		1.00	.04	.03
3. Child's Well-Being			1.00	.01
4. Guidance Needs				1.00
Mean	3.94	3.20	3.53	3.07
SD	.40	.56	.41	.91
N	276	282	279	282

* $p < .05$, ** $p < .01$.

positively with Identity with the Foster Parent Role ($r = .60$, $p < .01$) and Child's Well-Being ($r = .19$, $p < .01$) after attending foster parent preservice training. The pre-training Foster Parenting Expectations correlated negatively with post-training Identity with the Foster Parent Role ($r = -.14$, $p < .05$), and correlated positively with post-training Foster Parenting

Expectations ($r = .58, p < .01$), and post-training Child's Well-Being ($r = .17, p < .01$). The pre-training attitude Child's Well-Being correlated positively with the post-training attitudes Identity with the Foster Parent Role ($r = .14, p < .05$), Foster Parenting Expectations ($r = .17, p < .05$), and Child's Well-Being ($r = .51, p < .01$). The pre-training attitude Guidance Needs correlated positively with post-training Guidance Needs ($r = .46, p < .01$).

Table 3.

Correlations Among Attitudes toward Foster Parenting Before and After Attending Foster Parent Preservice Training.

Pre-training attitude	Post-training attitude			
	1	2	3	4
1. Identity	.60**	-.05	.19**	-.08
2. Parenting Expectations	-.15*	.58**	.17**	.12
3. Child's Well-Being	.14*	.17*	.51**	.02
4. Guidance Needs	.11	.13	.02	.46**

* $p < .05$, ** $p < .01$.

The second objective of the study was to examine the relationship between attitudes toward foster parenting as reported before and after attending foster parent preservice training and motivations for foster parenting as reported before attending foster parent preservice training. Pearson's correlations were first computed to examine the relationship between pre-training attitudes toward foster parenting and motivations for foster parenting (see

Table 4). The attitude Identity with the Foster Parent Role correlated positively with the motivations Financial Gain ($r = .16, p < .05$), Increase Family Size ($r = .16, p < .05$), Social Concern ($r = .36, p < .01$), Help Special Needs Child ($r = .23, p < .01$), Companion for Self ($r = .30, p < .01$), Spiritual Expression ($r = .15, p < .01$), Replace Grown Children ($r = .15, p < .05$), and Companion for Own Child ($r = .39, p < .01$). The pre-training attitude Foster Parenting Expectations correlated negatively with the motivations Rescue Abused and Neglected Children ($r = -.31, p < .01$), Financial Gain ($r = -.15, p < .05$), Increase Family Size ($r = -.14, p < .05$), Social Concern ($r = -.16, p < .01$), Help Special Needs Child ($r = -.14, p < .05$), Companionship for Self ($r = -.19, p < .01$), Adoption ($r = -.23, p < .01$), Replace Grown Children ($r = -.17, p < .05$), and Companion for Own Child ($r = -.21, p < .01$). The pre-training attitude Child's Well-Being correlated negatively with the motivation Rescue Abused and Neglected Children ($r = -.19, p < .01$). The pre-training attitude Guidance Needs correlated positively with the motivations Rescue Abused and Neglected Children ($r = .20, p < .01$), Financial Gain ($r = .12, p < .05$), and Increase Family Size ($r = .14, p < .05$).

Pearson's correlations then were computed to examine the relationship between motivations for foster parenting and post-training attitudes toward foster parenting (see Table 5). The post-training attitude Identity with the Foster Parent Role was correlated positively with the motivations Social Concern ($r = .37, p < .01$), Help Special Needs Child ($r = .19, p < .01$), Companionship for Self ($r = .23, p < .01$), and Companionship for Own Child ($r = .20, p < .05$). Post-training attitude Foster Parenting Expectations correlated negatively with the motivations Rescue Abused and Neglected Children ($r = -.18, p < .01$),

Table 4.

Correlations Among Pre-Training Attitudes toward Foster Parenting and Motivations for Foster Parenting.

Motivation	Pre-training attitude			
	1	2	3	4
Rescue	.02	-.31**	-.19**	.20**
Financial Gain	.16*	-.15*	-.01	.12*
Increase Family Size	.16**	-.14*	-.02	.14*
Social Concern	.36**	-.16**	.09	.02
Help Special Needs Child	.23**	-.14*	.12	.08
Companion for Self	.30**	.19**	.07	.02
Spiritual Expression	.24**	-.09	.01	.08
Adoption	.05	-.23**	-.04	.02
Replace Grown Children	.15*	-.17	-.02	.16
Companion for Own Child	.39**	-.21**	.10	.10

Note. Attitude 1= Identity; 2=Parenting Expectations; 3= Child's Well-Being; 4= Guidance Needs.

* $p < .05$, ** $p < .01$.

Table 5.

Correlations Among Post-Training Attitudes Toward Foster Parenting and Motivations for Foster Parenting.

Motivations	Post-training attitude			
	1	2	3	4
Rescue	.11	-.18**	-.13*	.02
Financial Gain	.09	-.03	-.02	-.01
Increase Family Size	.00	-.09	-.05	.05
Social Concern	.37**	-.08	.07	-.07
Help Special Needs Child	.19**	-.05	.14*	.01
Companion for Self	.23**	-.15*	.08	-.05
Spiritual Expression	.12	.04	.10	-.00
Adoption	-.03	-.15**	.01	-.07
Replace Grown Children	.15	-.20*	.03	-.09
Companion for Own Child	.20*	-.13	.08	.02

Note. Attitude 1= Identity; 2= Foster Parenting Expectations; 3= Child's Well-Being; 4= Guidance Needs.

* $p < .01$, ** $p < .001$.

Companionship for Self ($r = -.15, p < .05$), Adoption ($r = -.15, p < .05$), and Replace Grown Children ($r = -.20, p < .05$). The post-training attitude Child's Well-Being correlated negatively with the motivation Rescue Abused and Neglected Children ($r = -.13, p < .05$), and correlated positively with the motivation Help Special Needs Child ($r = .14, p < .05$). The post-training attitude Guidance Needs was not significantly correlated with any of the motivations for foster parenting.

The third objective of the study was to examine the relationship between demographic characteristics and attitudes toward foster parenting as reported before and after attending foster parent preservice training. Pearson's correlations were computed between age, income, education and pre-training attitudes toward foster parenting (see Table 6). Age was correlated negatively with Identity with the Foster Parent Role ($r = -.14, p < .05$). Income was correlated positively with Foster Parenting Expectations ($r = .14, p < .05$). Education was correlated negatively with Identity with the Foster Parent Role ($r = -.13, p < .05$), and correlated positively with Foster Parenting Expectations ($r = .30, p < .01$).

Pearson's correlations also were computed to examine the relationship between age, income, education and post-training attitudes toward foster parenting (see Table 6). Education correlated positively with the post-training attitude Foster Parenting Expectations ($r = .28, p < .01$). No other significant relationships were found.

The fourth objective of the study was to examine the relationship between demographic characteristics and motivations for foster parenting as reported before attending foster parent preservice training. Pearson's correlations were computed between age, income,

Table 6.

Correlations between Age, Income, Education, and Attitudes toward Foster Parenting Before and After Attending Foster Parent Preservice Training.

Attitude	Age	Income	Education
Identity (Pre)	-.14*	-.12	-.13*
Identity (Post)	-.05	-.07	-.11
Parenting Expectations (Pre)	-.03	.14*	.30**
Parenting Expectations (Post)	-.05	.05	.28**
Child's Well-Being (Pre)	-.01	.07	.07
Child's Well-Being (Post)	.06	.12	.01
Guidance Needs (Pre)	.03	.10	.05
Guidance Needs (Post)	.04	.11	-.06
Mean	38.19	35658.92	4.88
SD	9.47	22627.69	1.17
Range	54	155642.00	^a

^a Education was coded 1 to 7, with 1=elementary education and 7=graduate or professional degree.

* $p < .05$, ** $p < .01$.

education and motivations for foster parenting (see Table 7). Age correlated negatively with the motivations Adoption ($r = -.16$, $p < .05$), and Companionship for Own Child ($r = -.22$, $p < .01$), and correlated positively with the motivation Replace Grown Children ($r = .40$, $p < .01$). Income correlated negatively with the motivations Financial Gain ($r = -.36$, $p < .01$), Increase Family Size ($r = -.13$, $p < .05$), Help Special Needs Child ($r = -.21$, $p < .01$), and correlated positively with the motivation Adoption ($r = .14$, $p < .05$). Education was

Table 7.

Correlations between Age, Income, Education, and Motivations for Foster Parenting.

Motivation	Age	Income	Education
Rescue	-.06	-.06	-.19**
Financial Gain	-.08	-.36**	-.26**
Increase Family Size	-.11	-.13*	-.18**
Social Concern	-.12	-.06	.00
Help Special Needs Child	-.02	-.21**	-.04
Companion for Self	-.02	-.06	-.09
Spiritual Expression	.00	-.08	-.02
Adoption	-.16*	.14*	-.05
Replace Grown Children	.40**	-.09	-.22**
Companion for Own Child	-.22**	-.04	-.18**

* $p < .05$, ** $p < .01$.

correlated negatively with the motivations Rescue Abused and Neglected Children ($r = -.19$, $p < .01$), Financial Gain ($r = -.26$, $p < .01$), Increase Family Size ($r = -.18$, $p < .01$), Replace Grown Children ($r = -.22$, $p < .01$), and Companionship for Own Child ($r = -.18$, $p < .01$).

Further Findings

Further examination of the relationship between sex of the trainee and attitudes toward foster parenting before and after attending foster parent preservice training (see

Table 8) and between sex of the trainee and motivations for foster parenting (see Table 9) using t-tests were conducted. Before attending foster parent preservice training, females reported significantly higher Identity with the Foster Parent Role than did males ($p < .001$). After attending foster parent preservice training, females continued to be higher than males on Identity with the Foster Parent Role ($p < .002$). Females were higher than males on the motivations Social Concern ($p < .01$) and Companionship for Self ($p < .001$).

Table 10 shows the frequency distributions for motivations for foster parenting. Social Concern and Companionship for Self were the most frequently reported motivations for foster parenting; Financial Gain was the least reported motivation for fostering regardless of the gender of the participant.

Table 8.

Means, Standard Deviations, and t-scores for Attitudes toward Foster Parenting by Gender Before and After Attending Foster Parent Preservice Training.

Attitude	N	Mean	SD	t-value
<u>Pre-training</u>				
Identity	170	4.01	.38	3.60*
	106	3.83	.42	
Parenting Expectations	176	3.21	.60	.07
	106	3.20	.51	
Child's Well-Being	173	3.54	.41	.53
	106	3.51	.40	
Guidance Needs	174	3.14	.95	1.73
	108	2.95	.84	
<u>Post-training Attitudes</u>				
Identity	146	4.13	.35	3.10**
	90	3.98	.35	
Parenting Expectations	144	3.46	.55	.18
	91	3.45	.41	
Child's Well-Being	145	3.70	.37	1.46
	91	3.63	.40	
Guidance Needs	147	3.41	.92	.91
	91	3.30	.89	

Note. The first mean and standard deviation are for females, the second are for males.

* $p < .005$, ** $p < .001$.

Table 9.

Means, Standard Deviations, and t-values for Motivations for Foster Parenting by Gender.

	N	Mean	SD	t-value
Rescue	175	3.47	1.20	.46
	105	3.41	1.08	
Financial Gain	175	2.67	1.16	.98
	106	2.54	1.11	
Increase Family Size	174	2.69	1.14	1.11
	106	2.54	1.09	
Social Concern	176	4.36	.70	2.50*
	105	4.13	.75	
Help Special Needs Child	176	3.58	.97	1.88
	105	3.37	.86	
Companion for Self	176	4.34	.61	3.22**
	105	4.08	.68	
Spiritual Expression	173	3.02	1.11	-.17
	107	3.05	1.14	
Adoption	163	2.80	1.53	.28
	98	2.74	1.40	
Replace Grown Children	119	3.28	1.39	1.35
	76	3.01	1.30	
Companion for Own Child	132	3.80	1.00	.57
	83	3.72	1.01	

Note. The first mean and SD are for females, the second are for males.

* $p < .01$, ** $p < .001$.

Table 10.

Frequency Distributions for Motivations for Foster Parenting.

Motivation	Percentage Disagree or Strongly Disagree	Percentage Agree or Strongly Agree
Rescue	23.5	56.8
Financial Gain	47.7	29.5
Increase Family Size	52.8	28.2
Social Concern	9.6	90.4
Help Special Needs Child	13.9	51.6
Companion for Self	1.8	91.8
Spiritual Expression	34.6	37.1
Adoption	48.7	34.9
Replace Grown Children	34.3	53.9
Companion for Own Child	14.4	73.0

Note. Scale=1-5: 1=strongly disagree; 2=disagree; 3=unsure; 4=agree; 5=strongly agree.

DISCUSSION

The purpose of this study was to examine attitudes toward foster parenting before and after attending foster parent preservice training and motivations for foster parenting prior to attending foster parent preservice training. Prior to attending preservice training, participants who reported high identity with the foster parent role were likely to value the well-being of foster children and to recognize the guidance needs of foster children. They were less likely to have realistic expectations about foster parenting.

Overall, foster parent preservice training in Iowa had a positive effect on attitudes toward fostering. Positive changes were found in all four attitude factors, even among trainees who had positive attitudes prior to attending the foster parent preservice training. After attending preservice training, potential foster parents were more likely to identify with the foster parent role, have more realistic expectations about foster parenting, more highly value the well-being of foster children, and better recognize the guidance needs of foster children. Therefore, while participants may enter foster parent preservice training with the desire to become foster parents, they may be naive about what to expect from foster parenting. Because providing care to foster children can necessitate major adjustments for the foster family as a whole, potential foster parents may find many of their initial assumptions about foster parenting to be erroneous (U.S. GAO, 1989).

Of further interest were the motivations for foster parenting reported by potential foster parents. An altruistic theme became apparent as a sense of social concern, or the desire to contribute something meaningful to the community, as well as the desire to share of one's

time and talents with a child in need were frequently reported motivations for fostering. It therefore comes as no surprise that a desire for financial gain was one of the least reported motivations for fostering.

Prior to attending foster parent preservice training, trainees with high identity with the foster parent role also were motivated by social concern, companionship needs for themselves and their own children, desire to help special needs children and, to a lesser extent, to express their spirituality, to increase their family size, replace grown children, and gain financially. Trainees reporting realistic expectations about foster parenting prior to attending preservice training did not report the motivations of desire to rescue abused and neglected children, gain financially, increase family size, by social concern or by the desire to help special needs children, out of companionship needs for themselves or their own children, by the desire to replace their grown children or by the desire to adopt. Foster parent trainees who highly valued the well-being of foster children prior to preservice training were not highly motivated by the desire to rescue abused and neglected children. Those who had high recognition of the guidance needs of foster children prior to attending preservice training were more highly motivated by the desire to rescue abused and neglected children, gain financially, and increase family size.

Foster parent trainees who were highly motivated by social concern, the desire to help special needs children, and by companionship needs for themselves and their own children highly identified with the foster parent role after attending foster parent preservice training. Foster parent trainees who were not highly motivated by the desire to rescue abused and

neglected children, the desire to adopt, by companionship needs for themselves, or by the desire to replace their grown children had realistic expectations about foster parenting after attending training. Trainees who were not highly motivated by the desire to rescue abused and neglected children, but who were highly motivated by the desire to help special needs children highly valued the well-being of foster children after attending training.

Before and after attending foster parent preservice training, foster parent trainees with high educational levels had more realistic expectations about the role of foster parent. They were less likely to expect foster children to appreciate what the foster parents were doing for them, understood that foster parenting is a difficult job, and that they might not be initially prepared to know what to expect from foster parenting. These trainees also were more likely to understand that their normal family routine might be disrupted after the placement of a foster child, and did not agree with the statement that anyone who has the desire to foster parent should do so.

Pre-training attitudes toward foster parenting correlated more highly with motivations for foster parenting than did post-training attitudes. Because training had a positive effect on attitudes, causing a change in attitudes toward foster parenting, fewer correlations were found between motivations for foster parenting and post-training attitudes towards foster parenting. This is a logical finding, as preservice training dealt with attitude change and since motivations were not impacted by that training.

Educational levels of foster parent trainees ranged from an elementary education to graduate or professional education. Foster parent trainees with lower education levels were

more likely to be motivated by the desires to rescue abused and neglected children, to increase financially, to increase family size, to replace grown children, and out of the desire for a companion for their own child(ren). The reverse relationship between educational level and the desire to rescue abused and neglected children might exist because more highly educated foster parent trainees might be more knowledgeable about the causes of abusive behaviors, and therefore tend to not judge abusers as bad people from whom children need to be rescued. Instead, foster parent trainees with lower educational levels might feel more anger towards the birth parents and less desire to work towards a reunification goal. Low education might also translate to less understanding of the financial benefits payable to foster parents; therefore, trainees with low educational levels might have less realistic expectations regarding increasing family income by becoming foster parents. A family with a lower educational level might also be more motivated by the desire to increase family size not because they are unaware of the additional financial burden foster parenting might create, but because they are more oriented towards rewards that aren't financial in nature. Trainees with lower educational levels also were more likely to be motivated by the desire for a companion for their own child, which again leads the researcher to conclude that trainees themselves gain some intrinsic reward from foster parenting. The negative relationship between education and the motivation to replace grown children might also be predicted, as trainees with higher educational levels might be more inclined to engage in activities for themselves in their later years, such as furthering their education or devoting time to hobbies than

trainees with lower educational levels who may have more limited opportunities available to them.

Foster parent trainees who were motivated out of a desire for financial gain and the desire to help a special needs child were more likely to have lower income levels. It is possible that low income families would be more likely to desire to add to the family income by taking in foster children. These families also have less education, as noted previously.

Foster parent trainees who were motivated by the desire to replace grown children were likely to be older, and trainees who were motivated by the desire for a companion for their own child were more likely to be younger. This makes sense, as older parents would be more likely to be empty nesters (the oldest trainee in the sample was 71), and younger foster parents would be more likely to have young children at home for whom they would desire a companion.

Before and after completing foster parent preservice training, female foster parent trainees were more likely than males to identify with the foster parent role. It is possible that women tend to be the most interested in becoming foster parents, since many also see parenting and family as their primary role, and they bring their husbands along with them to preservice training. Females are also more likely than males to be motivated to foster parent out of social concern and the desire for a companion for themselves, perhaps indicating that females are more socially oriented and more oriented toward caring for children than males.

Identification of the attitudes and motivations associated with people who choose to foster is valuable because such knowledge would help foster parent recruiters identify people

qualitative methods of study may provide valuable insight into attitudes toward foster parenting and motivations for foster parenting.

Future research needs to examine the role of preservice training in foster parent recruitment and retention. Foster parent preservice training may serve as a continuation of foster parent recruitment by facilitating a mutual selection process by which foster parent trainees and social service professionals are able to assess trainees' goodness-of-fit as potential care providers (Appathurai et al., 1986; Doelling & Johnson, 1990; Stone & Stone, 1983). Ongoing foster parent training may facilitate retention of high quality foster parents by educating foster parents and thereby equipping them to deal with the problems experienced by children in foster care, as well as serving as a form of support for foster parents and enhancing a working partnership between foster parents and social service professionals (U.S. GAO, 1989). In light of the epidemic shortage of high quality foster homes, information regarding the potential effectiveness of preservice training for foster parent recruitment and retention is paramount.

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APPENDIX A: FOSTER PARENT PRESERVICE TRAINING INVENTORY: A

FOSTER PARENT PRESERVICE TRAINING INVENTORY

Kristi S. Lekies, Amy Moeller Yates
Dahlia F. Stockdale, Sedahlia Jasper Crase

Department of Human Development and Family Studies
Iowa State University

We are interested in learning more about the people who choose to consider foster parenting. Specifically, we are interested in perceptions of foster parent training and the general impact of training on participants. Your responses will help identify the beneficial aspects of training as well as areas in need of improvement. Remember that your responses will be confidential. Your name will not be associated with any results.

Parts I and II have questions that give us some background information about you and will be helpful in describing the general characteristics of foster parent trainees. Additional sections of the inventory address your beliefs, values, and knowledge about foster parenting and training. In these sections, we are asking for your understanding and feelings. Please answer the questions carefully and thoughtfully; your first reaction is probably the best choice. If another person in the household is filling out the inventory, please complete your responses independently. We are interested in each individual's ideas!

We realize that the questionnaire will take some time, but we do appreciate your efforts to give us information that will be helpful to future training. Thank you very much!

PART I

Select that which **best** describes you. If a question does not apply to you, continue to the next question.

1. Gender: ☐ Female ☐ Male
2. Race: ☐ African-American ☐ Hispanic
☐ Asian ☐ Native American
☐ Caucasian ☐ Other (specify) _____
3. Current Age: _____
4. Marital Status: ☐ Married ☐ Never Married
☐ Separated ☐ Widowed
☐ Divorced
5. If married, length (in years) of current marriage: _____
6. Number of previous marriages: _____
7. If not currently married, do you: ☐ have a partner with whom you live
☐ have a partner with whom you do not live
☐ not have a partner
8. If you have children, please list the age of each child, state the relationship of each child to you and indicate whether or not the child resides with you for the majority of the year.

AGE	RELATIONSHIP OF CHILD TO YOU (biological, adopted, stepchild, etc.)	RESIDING WITH YOU (more than 6 months out of the year)	
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No

9. In addition to a spouse/partner and/or children listed earlier, how many of the following currently live in your home with you? (Put a number in the blank.)

☐ Your parents ☐ Friends
☐ Spouse's/partner's parents ☐ Renters
☐ Other relatives ☐ Other (specify) _____
(specify) _____

10. Do you presently: ☐ own your home
☐ rent your home
☐ other (specify) _____

11. The household's annual income from ALL sources (wages, alimony, child support, interest, etc.) is approximately: \$ _____

12. Highest level of education you have obtained is:

____ elementary (grade school)
 ____ junior high (up to 8th grade)
 ____ some high school
 ____ GED

____ high school diploma
 ____ some college or technical school
 ____ college graduate
 ____ graduate or professional degree

13a. What is your job title? _____

b. Briefly describe what you do. _____

c. How many hours per week do you work in paid employment? _____

14a. Describe the community in which you live:

____ Rural, less than 2,500 persons
 ____ Town, 2,501-50,000 persons

____ City, more than 50,000 persons

b. How long have you lived in this community? _____ years

15. Do you belong to an organized religion? Yes No If yes, which religion _____

PART II

Select that which **best** describes you. If a question does not apply to you, continue to the next question.

1. Where did you learn about foster care? (Check any that apply.)

Personal experiences:

____ I was a foster child myself
 ____ My spouse/partner was a foster child
 ____ My relative or friend was a foster child
 ____ My parents are/were foster parents

____ My relatives are/were foster parents
 ____ My friends or neighbors are/were foster parents
 ____ My own child was placed in a foster home
 ____ Other (specify) _____

Media:

____ TV or radio
 ____ Posters
 ____ Newspaper advertisements

____ Brochures
 ____ Billboards
 ____ Other (specify) _____

Community agencies and organizations:

____ Human services agency (Iowa Department of Human Services, Children & Families of Iowa, etc.)
 ____ Church or synagogue
 ____ Other community agency or group (specify) _____

Other:

____ Through employment
 ____ Through volunteer work

____ County or state fair display
 ____ Other (specify) _____

2. Of the items checked above, which one has been the most influential in your decision to become a foster parent? _____

3. How long have you thought about becoming a foster parent? _____
4. If you plan to become licensed, how many years do you think you will provide foster care? _____
5. Have you been licensed before as a foster parent? Yes No
If yes, for how many years? _____
6. Do you currently hold a temporary license? Yes No
If yes, number of children in care: _____
7. Are you becoming licensed to provide foster care for a specific child known to you (friend, relative, neighbor, etc.)? Yes No
8. Number of children you wish to foster at the same time: _____
9. Age(s) of children desired: _____
10. Where did you learn about the foster parent preservice training? (Check all that apply.)
☐ Human/social services agency ☐ Foster parent newsletter
☐ Community college ☐ Friend or relative
☐ TV or radio ☐ Poster
☐ Newspaper advertisement ☐ Other (specify) _____
11. Where will you be attending training? (Give location.) _____
12. Dates attending: _____
13. Will anyone be attending the training with you? Yes No
If yes, please indicate:
☐ Spouse/partner ☐ Relative (specify relationship) _____
☐ Friend ☐ Other (specify relationship) _____

PART III

Foster children come from a variety of backgrounds. Sometimes there is a need to place a child with special needs. The biological parents of foster children may also be having difficulty in their lives. Using the scale given below, please answer the following questions by placing a number from 1 to 5 in each blank. This will be used for information only, and will not be used in determining one's qualifications for foster parenting.

1	2	3	4	5
no experience	a little experience	moderate experience	quite a bit of experience	a great deal of experience

1. How much experience have you had with children or adults with any of the following special needs:
☐ Medical needs ☐ Physical needs
☐ Emotional needs ☐ Educational needs

1	2	3	4	5
no experience	a little experience	moderate experience	quite a bit of experience	a great deal of experience

2. How much experience have you had with the following:

- ☐ Working directly with children in paid employment
- ☐ Working directly with children in volunteer work (church, school, 4-H, scouts, etc.)
- ☐ Taking classes in school dealing with children and families
- ☐ Caring for children other than your own (baby-sitting, daycare)
- ☐ Caring for children while you were growing up

3. How much experience have you had with individuals or families having difficulty with any of the following:

- | | |
|---|---|
| <input type="checkbox"/> Family conflict | <input type="checkbox"/> Separation and divorce |
| <input type="checkbox"/> Inability to discipline children | <input type="checkbox"/> Death of a close family member or friend |
| <input type="checkbox"/> Alcohol and/or drugs | <input type="checkbox"/> Mental illness |
| <input type="checkbox"/> Legal problems | <input type="checkbox"/> Sexual abuse |
| <input type="checkbox"/> Domestic abuse | <input type="checkbox"/> Child abuse or neglect |
| <input type="checkbox"/> Financial problems | <input type="checkbox"/> Other _____ |

PART IV

There are many reasons people decide to become foster parents. Considering **your** reasons for becoming a foster parent, please indicate how you feel about the following statements. Use the scale given below. There are no right or wrong answers.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

1. ☐ "I don't think I'll ever understand people who abuse or neglect their kids. I want to be a foster parent so I can help. Since these children's parents can not take care of them properly, I feel someone like me should raise them."
2. ☐ "I've heard that a foster parent can earn extra income. I think I would enjoy helping children while being paid for my work."
3. ☐ "I always pictured being the parent of a large family. Being a foster parent is a good way to increase our family without the extra financial burden."
4. ☐ "Almost everyday I hear something about the troubled children in my community. I hope to help turn things around for a child in need and my community too."
5. ☐ "I know there's a need to provide care for foster children with special needs or disabilities. I believe I can help a child that others perhaps would not be able to handle as well."
6. ☐ "Often I think how nice it would be to share my time, talents, and/or hobbies with a foster child."

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

7. ____ "One way I believe I can express my spirituality/religion is to be a foster parent to children."

8. ____ "I have been unable to have a child (or more children) of my own. I know I would make a good parent. Perhaps by becoming a foster parent I may become eligible to adopt a foster child."

Please answer 9 and 10 only if you have children or stepchildren. If not, skip to 11.

9. ____ "Now that my children are grown and no longer live with me, I realize the joys, challenges, and importance of raising children. I'd like to be a foster parent to a needy child."

10. ____ "I have a child (or children) who I feel would benefit from sharing attention and material goods with a foster child."

11. Of the above 10 statements, which, if any, **BEST** describes your primary reason for considering foster parenting? (Place the number of the statement in the blank.) _____

12. If none of the above statements accurately describes your primary reason for considering foster parenting, please provide a brief statement that does.

I am considering foster parenting because _____

PART V

Please respond to the following statements about foster care using the scale given below. Although each foster child's situation is unique, please give the response that best represents how you feel about each statement. There are no right or wrong answers.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

____ 1. Usually, it is best for foster children to return to their own families.

____ 2. There are some behavior problems a foster child may have that I know I will be unable to handle.

____ 3. Foster children will appreciate what I do to help them.

____ 4. I am looking forward to meeting others with similar interests in foster parenting.

____ 5. If a foster child can't return to his or her own family, an adoptive family should be found as soon as possible.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Foster children have more emotional, personal, and behavior problems than children not in foster care.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Most people do not know what to expect when they decide to become foster parents.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I expect to be working very closely with my foster child's social worker.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The foster parent preservice training will help me decide whether to become licensed as a foster parent.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Foster children need more guidance than children not in foster care.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The foster parent preservice training will help prepare me for foster children in my care.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. In general, foster children have feelings of sadness and loss when they enter foster care.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I think I will have difficulty accepting a foster child's biological parents.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Foster parents get paid well for providing foster care.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Foster parents' own children benefit from the experience of sharing their home with foster children.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My family and friends would be very supportive if I were to become a foster parent.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Anyone who has the desire should become a foster parent.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Saying good-bye to a foster child when he or she returns home will be very difficult for me.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Foster care is a service not only to the foster child, but also to the child's entire family.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I will have a major impact on the lives of my foster children.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. After a foster child has been placed in my home, I will be disappointed if this placement doesn't work out and the child needs to be placed elsewhere.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. It is better for foster children not to see their biological families.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. It is important for licensed foster parents to continue to receive training.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Foster parenting is a difficult job.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The normal routine of a foster family is likely to be greatly disrupted after the placement of a foster child.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I am attending the foster parent preservice training only because it is required.				

PART VI

One of the goals of the preservice training is to provide information about the foster care system. To help us understand what potential foster parents already know, we ask that you answer the following questions. Don't worry if you don't know the answers; the information will be covered in the training sessions. Just answer the best you can.

Multiple choice. For each statement, please circle the one response you feel is best.

1. If a child is in need of a placement away from his or her home, the first choice would be:
 - a) emergency shelter care
 - b) foster care
 - c) care by relatives
 - d) group home
2. The main difference between foster care and adoption is:
 - a) the legal rights and obligations of parents
 - b) involvement of a human services agency or attorney
 - c) degree of problems the children have
 - d) age of children
3. The basic monthly rate for one foster child is approximately:
 - a) \$175-249
 - b) \$250-374
 - c) \$375-449
 - d) \$450-600
4. Foster children's medical needs are covered by:
 - a) biological parents' insurance and/or Medicaid
 - b) foster parents' insurance
 - c) special insurance policy held by Department of Human Services
 - d) Medicare
5. In addition to the basic rate, a special payment may be given to foster parents to pay for a foster child's:
 - a) prescription medications
 - b) eyeglasses
 - c) counseling
 - d) clothing
6. Foster parents in Iowa receive their licenses from:
 - a) the Iowa Department of Human Services
 - b) their local county human services agency
 - c) a private human services agency
 - d) the Iowa Foster Parent Association

7. The phase many foster children go through when first placed in foster care is:
- a) withdrawal
 - b) acting out
 - c) panic attack
 - d) honeymoon
8. The main goal of foster care is:
- a) ensure children's emotional and physical safety
 - b) help children realize they can be sent away if they misbehave
 - c) help parents realize their children can be taken away if they abuse or neglect them
 - d) give parents a break from parenting difficult children

True/False. Please circle the response you believe is most correct.

- | | | | |
|-----|------|-------|---|
| 9. | true | false | Foster parents have legal guardianship of the foster children in their care. |
| 10. | true | false | Although foster parents are licensed by the State, allegations of abuse and neglect can still be made against them. |
| 11. | true | false | Because of confidentiality rules, foster parents are not allowed to discuss foster children's problems with close friends or neighbors. |
| 12. | true | false | In general, foster parents are able to sign for a foster child's elective medical treatment such as knee surgery, tonsillectomy, etc. |
| 13. | true | false | Most children placed in foster care do not return home to their biological parents. |
| 14. | true | false | Foster parents are required to attend training after they are licensed. |

The following are statements about parenting and raising children¹. Using the scale given below, please give the response that best represents your opinion about each statement. There really are no right or wrong answers.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

- ___1. Young children should be expected to comfort their mother when she is feeling blue.
- ___2. Parents should teach their children right from wrong by sometimes using physical punishment.
- ___3. Children should be the main source of comfort and care for their parents.
- ___4. Young children should be expected to hug their mother when she is sad.
- ___5. Parents will spoil their children by picking them up and comforting them when they cry.
- ___6. Children should be expected to verbally express themselves before the age of one year.
- ___7. A good child will comfort both of his/her parents after the parents have argued.
- ___8. Children learn good behavior through the use of physical punishment.
- ___9. Children develop good, strong characters through very strict discipline.
- ___10. Parents should expect their children who are under three years to begin taking care of themselves.
- ___11. Young children should be aware of ways to comfort their parents after a hard day's work.
- ___12. Parents should slap their child when s/he has done something wrong.
- ___13. Children should always be spanked when they misbehave.
- ___14. Young children should be responsible for much of the happiness of their parents.
- ___15. Parents have a responsibility to spank their children when they misbehave.
- ___16. Parents should expect their children to feed themselves by twelve months.
- ___17. Parents should expect their children to grow physically at about the same rate.
- ___18. Young children who feel secure often grow up expecting too much.
- ___19. Children should always "pay the price" for misbehaving.

¹ Bavolet, S.J., Adult-Adolescent Parenting Inventory
 © 1984 by Family Development Resources, Inc., 3160 Pinebrook Rd, Park City, UT 84060

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

- ___20. Children under three years should be expected to feed, bathe, and clothe themselves.
- ___21. Parents who are sensitive to their children's feelings and moods often spoil their children.
- ___22. Children deserve more discipline than they get.
- ___23. Children whose needs are left unattended will often grow up to be more independent.
- ___24. Parents who encourage communication with their children only end up listening to complaints.
- ___25. Children are more likely to learn appropriate behavior when they are spanked for misbehaving.
- ___26. Children will quit crying faster if they are ignored.
- ___27. Children five months of age ought to be capable of sensing what their parents expect.
- ___28. Children who are given too much love by their parents often grow up to be stubborn and spoiled.
- ___29. Children should be forced to respect parental authority.
- ___30. Young children should try to make their parent's life more pleasurable.
- ___31. Young children who are hugged and kissed usually grow up to be "sissies."
- ___32. Young children should be expected to comfort their father when he is upset.

APPENDIX B: FOSTER PARENT PRESERVICE TRAINING INVENTORY: B

FOSTER PARENT PRESERVICE TRAINING INVENTORY

Kristi S. Lekies, Amy Moeller Yates
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We are interested in learning more about the people who choose to consider foster parenting. Specifically, we are interested in perceptions of foster parent training and the general impact of training on participants. Your responses will help identify the beneficial aspects of training as well as areas in need of improvement. Remember that your responses will be confidential. Your name will not be associated with any results.

The sections of the inventory address your beliefs, values, and knowledge about foster parenting and training. Please answer the questions carefully and thoughtfully; your first reaction is probably the best choice. If another person in the household is filling out the inventory, please complete your responses independently. We are interested in each individual's ideas!

We realize that the questionnaire will take some time, but we do appreciate your efforts to give us information that will be helpful in planning for future training. Thank you very much!

PART I

Please respond to the following statements about foster care using the scale given below. Although each foster child's situation is unique, please give the response that best represents how you feel about each statement. There are no right or wrong answers.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

- ___1. Usually, it is best for foster children to return to their own families.
- ___2. There are some behavior problems a foster child may have that I know I will be unable to handle.
- ___3. Foster children will appreciate what I do to help them.
- ___4. I enjoyed meeting others with similar interests in foster parenting at the preservice training.
- ___5. If a foster child can't return to his or her own family, an adoptive family should be found as soon as possible.
- ___6. Foster children have more emotional, personal, and behavior problems than children not in foster care.
- ___7. Most people do not know what to expect when they decide to become foster parents.
- ___8. I expect to be working very closely with my foster child's social worker.
- ___9. The foster parent preservice training has helped me decide whether to become licensed as a foster parent.
- ___10. Foster children need more guidance than children not in foster care.
- ___11. The foster parent preservice training has prepared me for foster children that will be placed in my care.
- ___12. In general, foster children have feelings of sadness and loss when they enter foster care.
- ___13. I think I will have difficulty accepting a foster child's biological parents.
- ___14. Foster parents get paid well for providing foster care.
- ___15. Foster parents' own children benefit from the experience of sharing their home with foster children.
- ___16. My family and friends would be very supportive if I were to become a foster parent.
- ___17. Anyone who has the desire should become a foster parent.
- ___18. Saying good-bye to a foster child when he or she returns home will be very difficult for me.
- ___19. Foster care is a service not only to the foster child, but also to the child's entire family.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

- ___20. I will have a major impact on the lives of my foster children.
- ___21. After a foster child has been placed in my home, I will be disappointed if this placement doesn't work out and the child needs to be placed elsewhere.
- ___22. It is better for foster children not to see their biological families.
- ___23. It is important for licensed foster parents to continue to receive training.
- ___24. Foster parenting is a difficult job.
- ___25. The normal routine of a foster family is likely to be greatly disrupted after the placement of a foster child.

PART II

One of the goals of the preservice training is to provide information about the foster care system. To help us understand what was covered in training, please answer the following questions. Answer the best you can.

Multiple choice. For each statement, please circle the one response you feel is best.

1. If a child is in need of a placement away from his or her home, the first choice would be:
 - a) emergency shelter care
 - b) foster care
 - c) care by relatives
 - d) group home
2. The main difference between foster care and adoption is:
 - a) the legal rights and obligations of parents
 - b) involvement of a human services agency or attorney
 - c) degree of problems the children have
 - d) age of children
3. The basic monthly rate for one foster child is approximately:
 - a) \$175-249
 - b) \$250-374
 - c) \$375-449
 - d) \$450-600
4. Foster children's medical needs are covered by:
 - a) biological parents' insurance and/or Medicaid
 - b) foster parents' insurance
 - c) special insurance policy held by Department of Human Services
 - d) Medicare

5. In addition to the basic rate, a special payment may be given to foster parents to pay for a foster child's:
 - a) prescription medications
 - b) eyeglasses
 - c) counseling
 - d) clothing
6. Foster parents in Iowa receive their licenses from:
 - a) the Iowa Department of Human Services
 - b) their local county human services agency
 - c) a private human services agency
 - d) the Iowa Foster Parent Association
7. The phase many foster children go through when first placed in foster care is:
 - a) withdrawal
 - b) acting out
 - c) panic attack
 - d) honeymoon
8. The main goal of foster care is:
 - a) ensure children's emotional and physical safety
 - b) help children realize they can be sent away if they misbehave
 - c) help parents realize their children can be taken away if they abuse or neglect them
 - d) give parents a break from parenting difficult children

True/False. Please circle the response you believe is most correct.

- | | | | |
|-----|------|-------|---|
| 9. | true | false | Foster parents have legal guardianship of the foster children in their care. |
| 10. | true | false | Although foster parents are licensed by the State, allegations of abuse and neglect can still be made against them. |
| 11. | true | false | Because of confidentiality rules, foster parents are not allowed to discuss foster children's problems with close friends or neighbors. |
| 12. | true | false | In general, foster parents are able to sign for a foster child's elective medical treatment such as knee surgery, tonsillectomy, etc. |
| 13. | true | false | Most children placed in foster care do not return home to their biological parents. |
| 14. | true | false | Foster parents are required to attend training after they are licensed. |

PART III

We are interested in your thoughts and feelings about the preservice training you attended. Please answer the following questions as best you can.

Use the following scale to answer questions 1 - 4. Please indicate how helpful each session of the foster parent preservice training was to you.

1	2	3	4	5
Very Unhelpful	Unhelpful	Unsure	Helpful	Very Helpful

- ___ 1. Session I, Introduction to the Foster Care System
- ___ 2. Session II, The Helping Half of the System
- ___ 3. Session II, The Impact of Placement on the Child
- ___ 4. Session IV, The Impact of Placement on the Foster Family

5a. Of the four sessions, which did you like best? _____
 Why? _____

b. Which did you like least? _____
 Why? _____

6a. What one activity did you find to be the most helpful in training you to become a foster parent?

b. What one activity did you find to be the least helpful in training you to become a foster parent?

7. What things do you think should have been included that were not? _____

8. What, if anything, was not particularly helpful in training you to become a foster parent?

9a. How well do you feel you currently understand the licensing process?

- ___ I do not understand the licensing process at all.
- ___ I somewhat understand the licensing process.
- ___ I fully understand the licensing process

b. Have you begun the licensing process? Yes No

If yes, what have you done? _____

10. Based on your personal experience of the foster parent preservice training, how would you rate the training overall? EXCELLENT GOOD FAIR POOR

Please feel free to use the remaining space to make additional comments.

The following are statements about parenting and raising children¹. Using the scale given below, please give the response that best represents your opinion about each particular statement. There really are no right or wrong answers.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

- ___1. Young children should be expected to comfort their mother when she is feeling blue.
- ___2. Parents should teach their children right from wrong by sometimes using physical punishment.
- ___3. Children should be the main source of comfort and care for their parents.
- ___4. Young children should be expected to hug their mother when she is sad.
- ___5. Parents will spoil their children by picking them up and comforting them when they cry.
- ___6. Children should be expected to verbally express themselves before the age of one year.
- ___7. A good child will comfort both of his/her parents after the parents have argued.
- ___8. Children learn good behavior through the use of physical punishment.
- ___9. Children develop good, strong characters through very strict discipline.
- ___10. Parents should expect their children who are under three years to begin taking care of themselves.
- ___11. Young children should be aware of ways to comfort their parents after a hard day's work.
- ___12. Parents should slap their child when s/he has done something wrong.
- ___13. Children should always be spanked when they misbehave.
- ___14. Young children should be responsible for much of the happiness of their parents.
- ___15. Parents have a responsibility to spank their children when they misbehave.
- ___16. Parents should expect their children to feed themselves by twelve months.
- ___17. Parents should expect their children to grow physically at about the same rate.
- ___18. Young children who feel secure often grow up expecting too much.
- ___19. Children should always "pay the price" for misbehaving.

¹ Bavolet, S.J., Adult-Adolescent Parenting Inventory

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

- ___20. Children under three years should be expected to feed, bathe, and clothe themselves.
- ___21. Parents who are sensitive to their children's feelings and moods often spoil their children.
- ___22. Children deserve more discipline than they get.
- ___23. Children whose needs are left unattended will often grow up to be more independent.
- ___24. Parents who encourage communication with their children only end up listening to complaints.
- ___25. Children are more likely to learn appropriate behavior when they are spanked for misbehaving.
- ___26. Children will quit crying faster if they are ignored.
- ___27. Children five months of age ought to be capable of sensing what their parents expect.
- ___28. Children who are given too much love by their parents often grow up to be stubborn and spoiled.
- ___29. Children should be forced to respect parental authority.
- ___30. Young children should try to make their parent's life more pleasurable.
- ___31. Young children who are hugged and kissed usually grow up to be "sissies."
- ___32. Young children should be expected to comfort their father when he is upset.

APPENDIX C: FOSTER PARENTING ATTITUDES FACTOR ANALYSIS

FOSTER PARENTING ATTITUDES*

FACTOR ANALYSIS

• IDENTITY (Reliability of scale=.73) Attitudes toward the role of foster parenting and the foster care system	Factor Loading
<ul style="list-style-type: none"> • meeting other foster parents • working with social workers • training as helpful in decision to foster • training as preparation for foster parenting • sadness and loss experienced by child • benefit of fostering for biological children • support from friends and family to foster • serving foster child's family • having impact on foster child • importance of continuation of training • training as requirement for fostering 	.46 .60 .33 .64 .40 .45 .40 .47 .50 .55 .34
• FOSTER PARENTING EXPECTATIONS (Reliability of scale=.56) Attitudes regarding the provision of care to a child other than one's own	
<ul style="list-style-type: none"> • foster child's appreciation of foster parent • expectations of becoming foster parent • qualifications for foster parenting • difficulty of foster parenting • disruption of family routine 	.46 .38 .46 .69 .54
• CHILD'S WELL-BEING (Reliability of scale=.56) Attitudes toward the foster child's needs and well-being	
<ul style="list-style-type: none"> • return of foster child to own family • accepting foster child's biological parents • saying good-bye to foster child • failure of placement • foster child's visitation with own parents 	.30 .47 .62 .46 .45
• GUIDANCE NEEDS (Reliability of scale=.76) Attitudes toward behaviors of foster children	
<ul style="list-style-type: none"> • emotional, personal and behavioral needs • additional guidance needs 	.66 .96

*Reliability of instrument=.60

APPENDIX D: PRE-TRAINING PACKET

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

College of Family and
Consumer Sciences
Department of Human Development
and Family Studies
214 Andrews House
Ames, IA 50011-1030
515 294-8258
FAX 515 294-1765

(date)

«FirstName» «LastName»
«Address1»
«City», «State» «PostalCode»

Dear «Title» «LastName»:

Thank you for your interest in the foster parent preservice (Nova) training and your willingness to participate in the evaluation of this training. Your opinions and feelings are very important to this evaluation. We appreciate the time you have taken to become involved.

Enclosed you will find Part II of this evaluation. It consists of a survey similar to Part I that you completed prior to the training. It will take approximately 30 minutes of your time. Please complete the survey and mail it to us in the prepaid envelope within the **next 10 days**. Shortly after the return of this survey, you will receive \$15 for your participation. Also, you will be contacted for additional follow-up approximately six months from now.

Please be assured that all responses will be kept confidential and not associated in any way with your name. Only Iowa State University personnel working on the project will see the returned surveys.

If another person in the household was involved with the preservice training, please complete the surveys **independently**. You may share your responses with each other after completing the surveys.

Although participation is voluntary, we hope you will continue to be a part of this evaluation. If you have any questions, please feel free to contact us at (515) 294-8258. Thank you very much for your time.

Sincerely,

Dahlia F. Stockdale, PhD
Professor

Sedahlia Jasper Crase, PhD
Professor

Kristi S. Lekies, MS
Graduate Assistant

Amy Moeller Yates, MA
Graduate Assistant

(The Foster Parent Preservice Training Inventory: A located in Appendix A was inserted
at this point in the packet)

PLEASE NOTE

This survey was mailed to you by the program coordinator of the college where you registered for training. In order to contact you for Part II of the survey and telephone interviews, as well as to issue your payment for participation (\$15), please complete and return this form with your survey.

This form will be removed from your survey immediately upon return. The information you provide will be kept confidential. In no way will your name be associated with any of your responses.

Name _____

Address _____

Phone _____ Social Security Number _____

(required for payment)

For Iowa State University accounting purposes, please check:

<input type="checkbox"/> Iowa State University Employee	<input type="checkbox"/> Not Iowa State University Employee	<input type="checkbox"/> Non-Resident Alien
--	--	--

Remember to return this form with your survey **before** you attend training.

Thank you.

APPENDIX E: POST-TRAINING PACKET

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

College of Family and
Consumer Sciences
Department of Human Development
and Family Studies
214 Andrews House
Ames, IA 50011-1030
515 294-8258
FAX 515 294-1765

Dear Foster Parent Trainee:

We are pleased that you have enrolled in the foster parent preservice (Nova) training. In order to see how well the training is meeting the needs of potential foster parents, an evaluation of this training program is being conducted by the Child Welfare Research and Training Project at Iowa State University. We want to invite you to participate in this evaluation. Your responses are very important to us.

The evaluation will consist of the following: a survey to complete before you attend any of the training sessions, a survey to complete after you finish training, and brief telephone interviews 6 and 12 months after you complete training. Upon return of the second survey, you will receive \$15 for your participation.

Participation in this evaluation is entirely voluntary and should not influence your decision to attend the training. All responses are strictly confidential. The code number on your form will be used to identify data. No questionnaire will be identified with a name. Only Iowa State personnel working on the project will see the returned forms.

We have enclosed the first part of the evaluation. It will take approximately 45 minutes to complete. After completing the survey, please return it to us in the prepaid envelope before you attend the first training session. If another person in the household is involved in the training, please complete the surveys independently. Feel free to share your responses after completing the surveys.

We believe you will find participating in this project to be a very interesting experience. If you have any questions, please call us at (515) 294-8258. Thank you so very much for your help with this project.

Sincerely,

Dahlia F. Stockdale, PhD
Professor

Sedahlia Jasper Crase, PhD
Professor

Kristi S. Lekies, MS
Graduate Assistant

Amy Moeller Yates, MA
Graduate Assistant

(The Foster Parent Preservice Training Inventory: B located in Appendix B was inserted
at this point in the packet)

PLEASE NOTE

COMPLETE THIS SURVEY IF YOU HAVE ATTENDED ALL SESSIONS OF THE FOSTER PARENT PRESERVICE (NOVA) TRAINING.

ALSO, COMPLETE THIS SURVEY IF YOU *DO NOT PLAN TO COMPLETE* THE FOSTER PARENT PRESERVICE (NOVA) TRAINING.

IF YOU HAVE NOT FINISHED YOUR TRAINING AT THIS TIME BUT PLAN TO DO SO, PLEASE *KEEP* THIS SURVEY AND RESPOND TO THE QUESTIONS AFTER YOU HAVE COMPLETED THE FOSTER PARENT PRESERVICE (NOVA) TRAINING.

PLEASE CHECK ONE OF THE FOLLOWING BEFORE RETURNING THIS SURVEY:

☐ I HAVE COMPLETED THE FOSTER PARENT PRESERVICE (NOVA) TRAINING

(DATE) _____

(PLACE) _____

☐ I DO NOT INTEND TO COMPLETE THE FOSTER PARENT PRESERVICE (NOVA) TRAINING

PLEASE RETURN THIS FORM WITH YOUR SURVEY. SHORTLY AFTER WE RECEIVE THE SURVEY AND THIS FORM, YOU WILL RECEIVE \$15 FOR YOUR PARTICIPATION.

APPENDIX F: PRE-TEST CODING SHEETS

PRE-TEST CODING SHEET

<u>COLUMN</u>	<u>QUESTION</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
1-5		ID	ID	ASSIGNED NUMBER
6-7		CARD	CARD 1	01=CARD 1
8-9		LOCATION	LOCATION	11=DMACC,ANKENY 12=DMACC,BOONE 13=DMACC,INDIAN. 14=DMACC,NEWTON 15=DMACC,DHS 19=DMACC,COMBO 21=E.IOWA,DAVENP. 22=E.IOWA,MAKOQ. 23=E.IOWA,CLINTON 24=E.IOWA,MUSC. 29=E.IOWA, COMBO 31=IOWA WEST,C.B. 41=W.IOWA.SIOUXC. 51=I.H.,OTTUMWA 52=I.H.,CENTER. 59=I.H.,COMBO 99=COMBO
10	I: 1	GENDER	GENDER	1=FEMALE 2=MALE
11	I: 2	RACE	RACE	1=AFRICAN AMER. 2=ASIAN 3=CAUCASIAN 4=HISPANIC 5=NATIVE AMER. 6=OTHER
12-13	I: 3	AGE	AGE	RAW NUMBER
14	I: 4	MARITALS	MARITAL STATUS	1=MARRIED 2=SEPARATED 3=DIVORCED 4=NEVER MARRIED 5=WIDOWED
15-16	I: 5	YSMARR	YEARS MARRIED	RAW NUMBER (≤1=1)
17	I: 6	PREVMARR	PREV. MARRIAGES	RAW NUMBER
18	I: 7	PARTNER	HAVE PARTNER	1=LIVE W/PARTNER 2=NOT LIVE W.PART. 3=NO PARTNER

<u>COLUMN</u>	<u>QUESTION</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
19	I: 9	LIVWPAR	PARENTS LIVE WITH	RAW NUMBER
20	I: 9	LIVWSPAR	SPOUSE'S PARENTS LIVE WITH	RAW NUMBER
21	I: 9	LIVWOREL	RELATIVES LIVE WITH	RAW NUMBER
22	I: 9	LIVWFRD	FRIEND LIVES WITH	RAW NUMBER
23	I: 9	LIVWRENT	RENTER LIVES WITH	RAW NUMBER
24	I: 9	LIVWOTH	OTHERS LIVE WITH	RAW NUMBER
25	I: 10	HOME	HOME OWNERSHIP	1=OWN 2=RENT 3=OTHER
26-31	I: 11	INCOME	INCOME	RAW NUMBER
32	I: 12	EDUCATE	COMPLETED EDUCATION	1=ELEMENTARY 2=JUNIOR HIGH 3=SOME HIGH SCH. 4=HIGH SCHOOL/ GED 5=SOME COLL/TECH 6=COLLEGE GRAD. 7=GRAD. OR PROF. DEGREE
33-34	I: 13a	OCCUPAT	OCCUPATION	1=H: level 1 2=H: level 2 3=H: level 3 4=H: level 4 5=H: level 5 6=H: level 6 7=H: level 7 8=H: level 8 9=H: level 9
35-36	I: 13c	HRSWORK	#HOURS WORK	RAW NUMBER
37	I: 14a	COMMUNITY	SIZE OF COMMUNITY	1=RURAL 2=TOWN 3=CITY
38-39	I: 15	YRSCOMM	YEARS IN COMMUNITY	RAW NUMBER

<u>COLUMN</u>	<u>QUESTION</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
40-41	I: 15	RELIGION	RELIGION	00=NONE 01=JEWISH 02=J. WITNESS 03=MORMON 04=NONDEN.CHR. 05=PROT/MAINLINE 06=PROT/EVANG 07=PROT/PENTICOS. 08=BAPTIST 09=ROMAN CATH. 10=UNITARIAN 11=OTHER
42-44		COUPNUM	COUPLE NUMBER	ASSIGNED NUM
45-46	I: 8	C1AGE	1CHILD'S AGE	RAW NUMBER
47	I: 8	C1RELAT	1CHILD'S RELATIONSHIP	1=BIOLOGICAL 2=STEP 3=ADOPTED 4=FOSTER 5=GRANDCHILD 6=NIECE/NEPHEW 7=2&3 8=OTHER
48	I: 8	C1RESIDE	1CHILD LIVE WITH	1=YES 2=NO
49-50	I: 8	C2AGE		(COLUMNS 48-79 CODED SAME AS ABOVE)
51	I: 8	C2RELAT		
52	I: 8	C2RESIDE		
53-54	I: 8	C3AGE		
55	I: 8	C3RELAT		
56	I: 8	C3RESIDE		
57-58	I: 8	C4AGE		
59	I: 8	C4RELAT		
60	I: 8	C4RESIDE		
61-62	I: 8	C5AGE		
63	I: 8	C5RELAT		
64	I: 8	C5RESIDE		

<u>COLUMN</u>	<u>QUESTION</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
65-66	I: 8	C6AGE		
67	I: 8	C6RELAT		
68	I: 8	C6RESIDE		
69-70	I: 8	C7AGE		
71	I: 8	C7RELAT		
72	I: 8	C7RESIDE		
73-74	I: 8	C8AGE		
75	I: 8	C8RELAT		
76	I: 8	C8RESIDE		

CARD 2

<u>COLUMN</u>	<u>QUESTION</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
1-5			ID	ASSIGNED NUMBER
6-7			CARD 2	02=CARD 2
8	II: 1	PEMYSELF	PERSONAL EX: SELF1	1=YES 2=NO
9	II: 1	PESPOUSE	PERSONAL EX: SPOUSE	1=YES 2=NO
10	II: 1	PERFFC	PERSONAL EX: FRIEND1	1=YES 2=NO
11	II: 1	PEPARENT	PERSONAL EX: PARENTS	1=YES 2=NO
12	II: 1	PERELFP	PERSONAL EX: RELATIVE FOS.PAR.	1=YES 2=NO
13	II: 1	PEFRNDFP	PERSONAL EX: FRIEND2	1=YES 2=NO
14	II: 1	PEOWNFC	PERSONAL EX: SELF2	1=YES 2=NO
15	II: 1	PEOTHER	PERSONAL EX: OTHER	1=YES 2=NO

<u>COLUMN</u>	<u>QUESTION</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
16	II: 1	MTVRADIO	MEDIA: TV/RADIO	1=YES 2=NO
17	II: 1	MPOSTER	MEDIA: POSTER	1=YES 2=NO
18	II: 1	MNEWSP	MEDIA: NEWSPAPER	1=YES 2=NO
19	II: 1	MBROCH	MEDIA: BROCHURE	1=YES 2=NO
20	II: 1	MBILLRD	MEDIA: BILLBOARD	1=YES 2=NO
21	II: 1	MOTHER	MEDIA: OTHER	1=YES 2=NO
22	II: 1	CAHSA	HUMAN SERVICES AGENCY	1=YES 2=NO
23	II: 1	CACHURCH	CHURCH OR SYNAGOGUE	1=YES 2=NO
24	II: 1	CAOTHER	OTHER COMM. AGENCY	1=YES 2=NO
25	II: 1	OEMPLOY	THROUGH EMPLOYMENT	1=YES 2=NO
26	II: 1	OVOLWORK	THROUGH VOLUNTEER WORK	1=YES 2=NO
27	II: 1	OFAIRDIS	FAIR DISPLAY	1=YES 2=NO
28	II: 1	OOTHER	OTHER	1=YES 2=NO
29-30	II: 2	MOSTINFA	MOST INFLUENTIAL A	1=PEMYSELF 2=PESPOUSE 3=PERFFC 4=PEPARENT 5=PERELFP 6=PEFRNDFP 7=PEOWNFC 8=PEOTHER 9=MTVRADIO 10=MPOSTER 11=MNEWSP 12=MBROCH 13=MBILLRD

<u>COLUMN</u>	<u>QUESTION</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
				14=MOTHER 15=CAHSA 16=CACHURCH 17=CAOTHER 18=OEMPLOY 19=OVOLWORK 20=OFAIRDIS 21=OOTHE 22=PERSONAL 23=MEDIA 24=COMM.AGEN. 25=OTHER
31-32	II: 2	MOSTINFB	MOST INFLUENTIAL B	(COLUMNS 31-34 CODED SAME AS COLUMNS 29-30)
33-34	II: 2	MOSTINFC	MOST INFLUENTIAL C	
35-36	II: 3	THOUGHT	HOW LONG THOUGHT OF FOSTERING	RAW NUMBER
37-38	II: 4	THINKYRS	YEARS WANT TO FOSTER	RAW NUMBER
39	II: 5	LICBFORE	LICENSED BEFORE	1=YES 2=NO
40-41	II: 5	LICBFYRS	YRS LICENSED B4	RAW NUMBER
42	II: 6	TEMP LIC	TEMPORARY LICENSE	1=YES 2=NO
43	II: 6	NUMINCAR	# OF CHILDREN HAD IN CARE	RAW NUMBER (≥9=9)
44	II: 7	SPECCHLD	FOSTERING SPECIFIC CHILD	1=YES 2=NO
45	II: 8	SAMETIME	# WANT AT SAME TIME	RAW NUMBER
46-47	II: 9	AGEDSiRE	DESIRED AGES	00=INFANT TO 18MNT 01=TODDLER(18M-3) 02=PRESCHOOL(3-6) 03=UNDER 6 04=OVER 6 05=6-8 06=UNDER 8 07=8-12 08=6-12 09=UP TO 12 10=OVER 12 11=UNDER 6. OVER 12 12=ANY AGE

<u>COLUMN</u>	<u>QUESTION</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
48	II: 10	LRNHSA	LEARNED OF TRAINING THROUGH: HUMAN SERV. AGEN	1=YES 2=NO
49	II: 10	LRNCC	COMMUNITY COLLEGE	1=YES 2=NO
50	II: 10	LRNTVRAD	TV OR RADIO	1=YES 2=NO
51	II: 10	LRNNEWS	NEWSPAPER AD	1=YES 2=NO
52	II: 10	LRNFPNL	FOSTER PARENT NEWSLETTER	1=YES 2=NO
53	II: 10	LRNFRE	FRIEND OR RELATIVE	1=YES 2=NO
54	II: 10	LRNPOST	POSTER	1=YES 2=NO
55	II: 10	LRNOTH	OTHER	1=YES 2=NO
56	II: 13	ATTENDWY	ATTENDING W/OTHER	1=YES 2=NO 3=NOT SURE/MAYBE
57	II: 13	PERSATT	PERSON ATT. W/YOU	1=SPOUSE/PART. 2=FRIEND 3=RELATIVE 4=OTHER

CARD 3

<u>COLUMN</u>	<u>QUESTION</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
1-5			ID	ASSIGNED NUMBER
6-7			CARD 3	03=CARD 3
8	III: 1	EXMEDIC	EXPERIENCE W/ MEDICAL NEEDS	1=NO EXPERIENCE 2=LITTLE EXPER. 3=MOD. EXPER. 4=QUITE A BIT EX. 5=GREAT DEAL EX.
9	III: 1	EXEMOT	EXPERIENCE W/ EMOTIONAL NEEDS	(COLUMNS 9-28 CODED SAME AS COLUMN 8) PRE-TEST 7

<u>COLUMN</u>	<u>QUESTION</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
10	III: 1	EXPHYS	EXPERIENCE W/ PHYSICAL NEEDS	1=NO EXPERIENCE 2=LITTLE EXPER. 3=MOD. EXPER. 4=QUITE A BIT EX. 5=GRAT DEAL EXP.
11	III: 1	EXEDUC	EXPERIENCE W/ EDUCATIONAL NEEDS	(COLUMNS 12-28 CODED SAME AS COLUMN 11)
12	III: 2	EXEMPLY	EMPLOYMENT GIVES EXPERIENCE	
13	III: 2	EXVOLUNT	VOLUNTEER EXPER.	
14	III: 2	EXCLASS	CLASSROOM EXPER.	
15	III: 2	EXCARING	CHILD CARING EX. 1	
16	III: 2	EXGROWNG	CHILD CARING EX. 2	
17	III: 3	EXCONFL	FAMILY CONFLICT EXPER.	
18	III: 3	EXDISCIP	DISCIPLINE DIFFICULTIES EX.	
19	III: 3	EXAODA	ALCOHOL/DRUG EXPER.	
20	III: 3	EXLEGAL	LEGAL PROBLEMS EXPER.	
21	III: 3	EXDOMEST	DOMESTIC ABUSE EXPER.	
22	III: 3	EXFINANC	FINANCIAL DIFF. EXPER.	
23	III: 3	EXDIVORC	DIVORCE DIFF. EXPER	
24	III: 3	EXDEATH	EXP. WITH DEATH	
25	III: 3	EXMENTAL	MENTAL DIFF. EXP.	
26	III: 3	EXSABUSE	SEXUAL ABUSE EXP.	
27	III: 3	EXCABUSE	CHILD ABUSE EXP.	
28	III: 3	EXOTHER	OTHER EXPERIENCE	
29	IV: 1	MRESCUE	MOTIVATION: RESCUE	1=STRONGLY DIS. 2=DISAGREE 3=UNSURE
30	IV: 2	MFINANC	MOTIVATION:	4=AGREE 5=STRONGLY AGR

<u>COLUMN</u>	<u>QUESTION</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
31	IV: 3	MFAMSIZE	MOTIVATION: †FAMILY SIZE	1=STRONGLY DIS. 2=DISAGREE 3=UNSURE 4=AGREE 5=STRONGLY AGR.
32	IV: 4	MCOMMUN1	MOTIVATION: COMMUNITY 1	
33	IV: 5	MCOMMUN2	MOTIVATION: COMMUNITY 2	(COLUMNS 33-38 CODED SAME AS 31)
34	IV: 6	MCOMPAD	MOTIVATION: ADULT COMPANION	
35	IV: 7	MSPIRIT	MOTIVATION: SPIRITUAL	
36	IV: 8	MADOPT	MOTIVATION: ADOPTION	
37	IV: 9	MREPLACE	MOTIVATION: REPLACEMENT	
38	IV: 10	MCOMANCH	MOTIVATION: COMPANION FOR CHILD	
39-40		MAINMOTA	MAIN MOTIVATION A	1=Q1; MRESCUE 2=Q2; MFINANC
41-42		MAINMOTB	MAIN MOTIVATION B	3=Q3; MFAMSIZE 4=Q4; MCOMMUN1
43-44		MAINMOTC	MAIN MOTIVATION C	5=Q5; MCOMMUN2 6=Q6; MCOMPAD 7=Q7; MSPIRIT 8=Q8; MADOPT 9=Q9; MREPLACE 10=Q10; MCOMANCH

CARD 4

<u>COLUMN</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
1-5		ID	
6-7		CARD 4	
8	ATT1	PRE-TEST ATTITUDES Q1	1=STRONGLY DISAGREE 2=DISAGREE
9	ATT2	PRE-TEST ATTITUDES Q2	3=UNSURE 4=AGREE
10	ATT3	PRE-TEST ATTITUDES Q3	5=STRONGLY AGREE

<u>COLUMN</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
11	ATT4	PRE-TEST ATTITUDES Q4	1=STRONGLY DISAGREE
12	ATT5	PRE-TEST ATTITUDES Q5	2=DISAGREE
13	ATT6	PRE-TEST ATTITUDES Q6	3=UNSURE
			4=AGREE
14	ATT7	P.TEST ATTITUDES Q7	5=STRONGLY AGREE
15	ATT8	P.TEST ATTITUDES Q8	(COLUMNS 9-33
16	ATT9	P.TEST ATTITUDES Q9	CODED SAME AS
17	ATT10	P.TEST ATTITUDES Q10	COLUMN 8)
18	ATT11	P.TEST ATTITUDES Q11	
19	ATT12	P.TEST ATTITUDES Q12	
20	ATT13	P.TEST ATTITUDES Q13	
21	ATT14	P.TEST ATTITUDES Q14	
22	ATT15	P.TEST ATTITUDES Q15	
23	ATT16	P.TEST ATTITUDES Q16	
24	ATT17	P.TEST ATTITUDES Q17	
25	ATT18	P.TEST ATTITUDES Q18	
26	ATT19	P.TEST ATTITUDES Q19	
27	ATT20	P.TEST ATTITUDES Q20	
28	ATT21	P.TEST ATTITUDES Q21	
29	ATT22	P.TEST ATTITUDES Q22	
30	ATT23	P.TEST ATTITUDES Q23	
31	ATT24	P.TEST ATTITUDES Q24	
32	ATT25	P.TEST ATTITUDES Q25	
33	ATT26	P.TEST ATTITUDES Q26	
34	OBJT1	OBJECTIVE PRE-TEST Q1	1=EMERGENCY SHELTER CARE 2=FOSTER CARE 3=CARE BY RELATIVES 4=GROUP HOME 5=MORE THAN 1 ANS. PRE-TEST 10

<u>COLUMN</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
35	OBJT2	OBJECTIVE P.TEST Q2	1=LEGAL RIGHTS 2=INVOLVEMENT 3=DEGREE PROBLEM 4=AGE OF CHILDREN 5=MORE THAN 1 ANS.
36	OBJT3	OBJECTIVE P.TEST Q3	1=\$175-249 2=\$250-374 3=\$375-449 4=\$450-600 5=MORE THAN 1 ANS.
37	OBJT4	OBJECTIVE P.TEST Q4	1=B. P. INS/MEDICAID 2=F.P. INSURANCE 3=D.H.S. INSURANCE 4=MEDICARE 5=MORE THAN 1 ANS.
38	OBJT5	OBJECTIVE P.TEST Q5	1=PRESCRIPTIVE MEDS 2=EYEGLASSES 3=COUNSELING 4=CLOTHING 5=MORE THAN 1 ANS.
39	OBJT6	OBJECTIVE P.TEST Q6	1=IOWA D.H.S 2=LOCAL HUMAN SERV. 3=PRIVATE HUMAN SER 4=IOWA F. P. ASSOC. 5=MORE THAN 1 ANS.
40	OBJT7	OBJECTIVE P.TEST Q7	1=WITHDRAWAL 2=ACTING OUT 3=PANIC ATTACK 4=HONEYMOON 5=MORE THAN 1 ANS.
41	OBJT8	OBJECTIVE P.TEST Q8	1=EM.&PHY.SAFETY 2=MISBEHAVE 3=ABUSE/NEGLECT 4=BREAK 5=MORE THAN 1 ANS.
42	OBJT9	OBJECTIVE P.TEST Q9	1=TRUE 2=FALSE 3=MORE THAN 1 ANS.
43	OBJT10	OBJECTIVE P.TEST Q10	1=TRUE 2=FALSE 3=MORE THAN 1 ANS.

<u>COLUMN</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
44	OBJT11	OBJECTIVE P.TEST Q11	1=TRUE 2=FALSE 3=MORE THAN 1 ANS
45	OBJT12	OBJECTIVE P.TEST Q12	1=TRUE 2=FALSE 3=MORE THAN 1 ANS.
46	OBJT13	OBJECTIVE P.TEST Q13	1=TRUE 2=FALSE 3=MORE THAN 1 ANS.
47	OBJT14	OBJECTIVE P.TEST Q14	1=TRUE 2=FALSE 3=MORE THAN 1 ANS.
48-49	NUMCORR	NUMBER CORRECT	RAW NUMBER

CARD 5

<u>COLUMN</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
1-5		ID	ASSIGNED NUMBER
6-7		CARD 5	05=CARD 5
8	AAP11	PRE AAP1 Q1	1=STRONGLY DISAGREE 2=DISAGREE 3=UNSURE 4=AGREE 5=STRONGLY AGREE
9	AAP12	PRE AAP1 Q2	
10	AAP13	PRE AAP1 Q3	
11	AAP14	PRE AAP1 Q4	
12	AAP15	PRE AAP1 Q5	
13	AAP16	PRE AAP1 Q6	
14	AAP17	PRE AAP1 Q7	
15	AAP18	PRE AAP1 Q8	
16	AAP19	PRE AAP1 Q9	
17	AAP110	PRE AAP1 Q10	

<u>COLUMN</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
18	AAPI11	PRE AAPI Q11	1=STRONGLY DISAGREE
19	AAPI12	PRE AAPI Q12	2=DISAGREE
20	AAPI13	PRE AAPI Q13	3=UNSURE
21	AAPI14	PRE AAPI Q14	4=AGREE
22	AAPI15	PRE AAPI Q15	5=STRONGLY AGREE
23	AAPI16	PRE AAPI Q16	(COLUMNS 19-39 CODED SAME AS COLUMN 18)
24	AAPI17	PRE AAPI Q17	
25	AAPI18	PRE AAPI Q18	
26	AAPI19	PRE AAPI Q19	
27	AAPI20	PRE AAPI Q20	
28	AAPI21	PRE AAPI Q21	
29	AAPI22	PRE AAPI Q22	
30	AAPI23	PRE AAPI Q23	
31	AAPI24	PRE AAPI Q24	
32	AAPI25	PRE AAPI Q25	
33	AAPI26	PRE AAPI Q26	
34	AAPI27	PRE AAPI Q27	
35	AAPI28	PRE AAPI Q28	
36	AAPI29	PRE AAPI Q29	
37	AAPI30	PRE AAPI Q30	
38	AAPI31	PRE AAPI Q31	
39	AAPI32	PRE AAPI Q32	

APPENDIX G: POST-TEST CODING SHEETS

POST TEST CODING SHEET

<u>COLUMN</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
1-5		ID	
6-7		CARD 6	06=CARD 6
8	PATT1	POST-TEST ATTITUDES Q1	1=STRONGLY DISAGREE
9	PATT2	P.TEST ATTITUDES Q2	2=DISAGREE
10	PATT3	P.TEST ATTITUDES Q3	3=UNSURE
11	PATT4	P.TEST ATTITUDES Q4	4=AGREE
12	PATT5	P.TEST ATTITUDES Q5	5=STRONGLY AGREE
13	PATT6	P.TEST ATTITUDES Q6	
14	PATT7	P.TEST ATTITUDES Q7	
15	PATT8	P.TEST ATTITUDES Q8	
16	PATT9	P.TEST ATTITUDES Q9	
17	PATT10	P.TEST ATTITUDES Q10	
18	PATT11	P.TEST ATTITUDES Q11	
19	PATT12	P.TEST ATTITUDES Q12	
20	PATT13	P.TEST ATTITUDES Q13	
21	PATT14	P.TEST ATTITUDES Q14	
22	PATT15	P.TEST ATTITUDES Q15	
23	PATT16	P.TEST ATTITUDES Q16	
24	PATT17	P.TEST ATTITUDES Q17	
25	PATT18	P.TEST ATTITUDES Q18	
26	PATT19	P.TEST ATTITUDES Q19	
27	PATT20	P.TEST ATTITUDES Q20	
28	PATT21	P.TEST ATTITUDES Q21	
29	PATT22	P.TEST ATTITUDES Q22	

<u>COLUMN</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
30	PATT23	P.TEST ATTITUDES Q23	
31	PATT24	P.TEST ATTITUDES Q24	
32	PATT25	P.TEST ATTITUDES Q25	
33	POBJT1	OBJECTIVE POST TEST Q1	1=EMERGENCY SHELTER CARE 2=FOSTER CARE 3=CARE BY RELATIVES 4=GROUP HOME 5=MORE THAN 1 ANS.
34	POBJT2	OBJECTIVE P.TEST Q2	1=LEGAL RIGHTS 2=INVOLVEMENT 3=DEGREE PROBLEM 4=AGE OF CHILDREN 5=MORE THAN 1 ANS.
35	POBJT3	OBJECTIVE P.TEST Q3	1=\$175-249 2=\$250-374 3=\$375-449 4=\$450-600 5=MORE THAN 1 ANS.
36	POBJT4	OBJECTIVE P.TEST Q4	1=B. P. INS/MEDICAID 2=F.P. INSURANCE 3=D.H.S. INSURANCE 4=MEDICARE 5=MORE THAN 1 ANS.
37	POBJT5	OBJECTIVE P.TEST Q5	1=PRESCRIPTIVE MEDS 2=EYEGLASSES 3=COUNSELING 4=CLOTHING 5=MORE THAN 1 ANS.
38	POBJT6	OBJECTIVE P.TEST Q6	1=IOWA D.H.S 2=LOCAL HUMAN SERV. 3=PRIVATE HUMAN SER 4=IOWA F. P. ASSOC. 5=MORE THAN 1 ANS.
39	POBJT7	OBJECTIVE P.TEST Q7	1=WITHDRAWAL 2=ACTING OUT 3=PANIC ATTACK 4=HONEYMOON 5=MORE THAN 1 ANS.

<u>COLUMN</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
40	POBJT8	OBJECTIVE P.TEST Q8	1=EM.&PHY.SAFETY 2=MISBEHAVE 3=ABUSE/NEGLECT 4=BREAK 5=MORE THAN 1 ANS.
41	POBJT9	OBJECTIVE P.TEST Q9	1=TRUE 2=FALSE 3=MORE THAN 1 ANS.
42	POBJT10	OBJECTIVE P.TEST Q10	1=TRUE 2=FALSE 3=MORE THAN 1 ANS.
43	POBJT11	OBJECTIVE P.TEST Q11	1=TRUE 2=FALSE 3=MORE THAN 1 ANS.
44	POBJT12	OBJECTIVE P.TEST Q12	1=TRUE 2=FALSE 3=MORE THAN 1 ANS.
45	POBJT13	OBJECTIVE P.TEST Q13	1=TRUE 2=FALSE 3=MORE THAN 1 ANS.
46	POBJT14	OBJECTIVE P.TEST Q14	1=TRUE 2=FALSE 3=MORE THAN 1 ANS.
47	NCORR	NUMBER CORRECT	RAW NUMBER
48	PAAPI1	POST AAPI Q1	1=STRONGLY DISAGREE 2=DISAGREE 3=UNSURE 4=AGREE 5=STRONGLY AGREE
49	PAAPI2	POST AAPI Q2	
50	PAAPI3	POST AAPI Q3	
51	PAAPI4	POST AAPI Q4	
52	PAAPI5	POST AAPI Q5	
53	PAAPI6	POST AAPI Q6	
54	PAAPI7	POST AAPI Q7	

<u>COLUMN</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
55	PAAPI8	POST AAPI Q8	
56	PAAPI9	POST AAPI Q9	
57	PAAPI10	POST AAPI Q10	
58	PAAPI11	POST AAPI Q11	
59	PAAPI12	POST AAPI Q12	
60	PAAPI13	POST AAPI Q13	
61	PAAPI14	POST AAPI Q14	
62	PAAPI15	POST AAPI Q15	
63	PAAPI16	POST AAPI Q16	
64	PAAPI17	POST AAPI Q17	
65	PAAPI18	POST AAPI Q18	
66	PAAPI19	POST AAPI Q19	
67	PAAPI20	POST AAPI Q20	
68	PAAPI21	POST AAPI Q21	
69	PAAPI22	POST AAPI Q22	
70	PAAPI23	POST AAPI Q23	
71	PAAPI24	POST AAPI Q24	
72	PAAPI25	POST AAPI Q25	
73	PAAPI26	POST AAPI Q26	
74	PAAPI27	POST AAPI Q27	
75	PAAPI28	POST AAPI Q28	
76	PAAPI29	POST AAPI Q29	
77	PAAPI30	POST AAPI Q30	
78	PAAPI31	POST AAPI Q31	
79	PAAPI32	POST AAPI Q32	

CARD 7

<u>COLUMN</u>	<u>VARIABLE LABEL</u>	<u>VARIABLE</u>	<u>VALUE LABEL</u>
1-5		ID	
5-7		CARD 7	07=CARD 7
8	HELPS1	HOW HELPFUL SESSION ONE	1=VERY UNHELPFUL 2=UNHELPFUL 3=UNSURE 4=HELPFUL 5=VERY HELPFUL
9	HELPS2	HOW HELPFUL SESSION TWO	
10	HELPS3	HOW HELPFUL SESSION THREE	
11	HELPS4	HOW HELPFUL SESSION FOUR	
12	BESTSESS	SESSION LIKED BEST	1=SESSION 1 2=SESSION 2 3=SESSION 3 4=SESSION 4
13	LSESSION	SESSION LIKED LEAST	
14	LICPROC	UNDERSTAND LICENSING PROCESS	1=NOT AT ALL 2=SOMEWHAT 3=FULLY
15	BLICPROC	BEGUN LICENSING PROCESS	1=YES 2=NO
16	PSTEXP	EXPERIENCE OF P.S.TRAINING	1=POOR 2=FAIR 3=GOOD 4=EXCELLENT